



Psychology 650-01

Research Seminar in Clinical Psychology

Fall 2013

<b>Instructor:</b>	Candace Konnert (until Dec. 31, 2013, instructor for 2014 TBA)	<b>Lecture Location:</b>	A247B
<b>Phone:</b>	403-220-4976	<b>Lecture Days/Time:</b>	Alternate W 12:00-2:00
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**Course Description and Goals:** This course is required in years 1 and 2 of the M.Sc. program and has rotating content. This course has two objectives. First, to assist students with their professional development, and to provide them with information and advice for success as a clinical psychology trainee. Second, to help students develop their clinical research skills, including their grasp of issues related to research design and methodology. Specific course objectives include: (1) allowing students to share and develop their own research ideas and plans, (2) developing and enhancing skills in critical thinking, (3) developing oral and visual presentation skills, and (4) providing content in qualitative methods, knowledge translation, and science versus pseudoscience in clinical psychology. Students are required to present their own research at the formulation and design stages and to provide constructive feedback to their peers regarding their research proposals.

This seminar includes lectures, student presentations, and discussion. Your active involvement and participation are central to the success of this course. Lively, thoughtful discussions will make the class more interesting and enjoyable for all so your efforts to participate will pay off.

**Readings:** See below.

**Evaluation:** This year-long course meets for two hours biweekly.

The grading criteria are as follows:

Research presentation – (50%)

Attendance and class participation - (50%)

Attendance at each class, participation in discussion, and acceptable completion of the presentation are mandatory to receive credit for this course. Students must make every effort to attend all sessions, and must confer with the instructor in advance if they find they must miss a class.

*Research presentation.* See below

## 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-).

	Topic	Readings
Sept. 11	<p><b>This week is for M.Sc. 1 students only</b></p> <p>Introduction to the course</p> <p>What you need to know to achieve success in graduate school</p> <p>Preparing your CV</p>	
Sept. 18	<p>Doing research and publishing your work:</p> <p>Opportunities and obstacles</p>	<p>American Psychological Association. (2010). <i>Preparing manuscripts for publication in psychology journals: A guide for new authors</i>. Washington DC: APA.  <a href="http://www.apa.org/pubs/authors/new-author-guide.aspx">http://www.apa.org/pubs/authors/new-author-guide.aspx</a></p>
Oct. 2	<p>Introduction to qualitative and mixed methods</p>	<p>Davidson, L., Wieland, M., Flanagan, E. H., &amp; Sells, D. (2008). Using qualitative methods in clinical research. In D. McKay (Ed.), <i>Handbook of Research Methods in Abnormal and Clinical Psychology</i>, (pp. 253-269). Thousand Oaks: Sage.</p> <p>Hanson, W. E., Creswell, J. W. Plano Clark, V.L., Petska, K. S., &amp; Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. <i>Journal of Counseling Psychology, 52</i>(2), 224-235.</p>
Oct. 16	<p>Knowledge translation, working with the media</p>	<p>Graham, I. D., &amp; Tetroe, J. M. (2009). Implementation of evidence. <i>International Journal of Evidence Based Healthcare, 7</i>, 157-158.</p> <p>Helpful websites: Canadian Institutes of Health Research <a href="http://www.cihr.ca/e/29418.html">http://www.cihr.ca/e/29418.html</a></p> <p>World Health Organization, <a href="http://www.who.int/kms/en/">http://www.who.int/kms/en/</a></p> <p>Canadian Psychological Association (2005). <i>Working with the media</i>. Ottawa:CPA. <a href="http://www.cpa.ca/cpaside/userfiles/Documents/publications/Working_with_the_Media.pdf">http://www.cpa.ca/cpaside/userfiles/Documents/publications/Working_with_the_Media.pdf</a></p>

Oct. 30	Science versus pseudoscience in clinical psychology: Potentially harmful therapies, self-help	<p>Interesting journals on this topic: <i>Skeptical Inquirer</i>, <i>Scientific Review of Mental Health Practice</i></p> <p>Olatunji, B. O., Parker, L. M., &amp; Lohr, J. M. (2005-2006). Pseudoscience in contemporary psychology: Professional issues and implications. <i>The Scientific Review of Mental Health Practice</i>, 4, 19-36.</p> <p>Lilienfeld, S. O. (2007). Psychological treatments that cause harm. <i>Perspectives on Psychological Science</i>, 2, 53-70.</p> <p>Norcross, J. C. (2006). Integrating self-help into psychotherapy: 16 practice suggestions. <i>Professional Psychology: Research and Practice</i>, 37, 683-693.</p> <p>Redding, R. E., Herbert, J. D., Forman, E. M., &amp; Gaudiano, B. A. (2008). Popular self-help books for anxiety, depression, and trauma: How scientifically grounded and useful are they? <i>Professional Psychology: Research and Practice</i>, 39, 537-545.</p>
Nov. 13	No class	
Nov. 27	Science versus pseudoscience in clinical psychology: Complementary and alternative medicine (CAM):	<p>Walsh, R. &amp; Shapiro, S. L. (2006). The meeting of meditative disciplines and western psychology: A mutually enriching dialogue. <i>American Psychologist</i>, 61, 227-239.</p> <p>Hughes, B. M. (2008). How should clinical psychologists approach complementary and alternative medicine? Empirical, epistemological, and ethical considerations. <i>Clinical Psychology Review</i>, 28, 657-675.</p>

Date	Topic	Readings
Jan. 8	M.Sc.2 research presentation (2)	
Jan. 22	M.Sc. 2 research presentations (2)	
Feb. 5	M.Sc. 2 research presentations (2)	
Feb. 19	Reading week: No class	
Mar. 5	M.Sc. 1 research presentation (2)	
Mar. 19	M.Sc. 1 research presentations (2)	
Apr. 2	M.Sc. 1 research presentation (2)	

### Reappraisal of Grades

A student who feels that his/her presentation has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **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**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **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 Ombudsman's Office**

The Office of the Student Ombudsman 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](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

### **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 **Sep 20, 2013**. Last day for registration/change of registration is **Sep 23, 2013**. The last day to withdraw from this course is **Apr 14, 2014**.

### **Outline for Student Research Presentations**

When you present the design of your thesis research, include a discussion of each the following areas, in roughly the order presented. The basic idea is that you will lead the audience logically through the planning of your thesis and its proposed execution. Depending at what point in the semester you are presenting, it’s understood that you may not have every detail of your study determined. You may also have some unresolved issues for which you would welcome some discussion and constructive input. If so, it is good practice to begin your presentation with a brief summary of your questions so that the audience can reflect on them as you speak. Presentations should be 40 minutes in length, with time at the end for discussion. Please leave some time (5-10 minutes) for questions at the end. Students are expected to ask questions and provide constructive feedback on the project. Note that I have reserved a pc and data projector for each class.

### **Outline for Student Research Presentations**

- 1. Title of project; supervisor; committee members; date of pro-seminar**
- 2. Background**—What research, published or unpublished, led up to this project? What concepts do we need to know to understand what you are studying?
- 3. Study question/key hypotheses**
- 4. Rationale**—Why is this study important? Why should we care about it? How does this study extend theory and/or our knowledge base?
- 5. Methods**—Sample size, description; how is sample being recruited? Procedure? Data analytic approach?
- 6. Status of the research project**—If you have not already started, when do you anticipate starting and completing data collection?
- 7. Results and conclusions**—Preliminary or final.
- 8. Methodological challenges**—What weaknesses or limitations of this study can you identify? To what extent does it or does it not meet the “gold standard?”
- 9. What are some things you have learned** in designing this study? What might you do similarly and differently in designing and implementing your next project?
- 10. Pending successful completion of this study, what direction should this research take?**
- 11. Knowledge translation strategies**

**The criteria for marking your presentation are as follows:**

650 Presentation Marking Criteria: 2013-2014

	Points	Comments
Organization, clarity of content, and length (no more than 40 minutes) <b>5 points</b>		
Knowledge of the general research area and methodology, and an explicit statement about how study extends the line of research, including its significance and contribution to the field. <b>20 points</b>		
Ability to critically evaluate your research, including both strengths and weaknesses. In an ideal world with unlimited resources, what would you do differently? <b>10 points</b>		
Future research: Where do you go from here? What would you do differently, if anything? (more important for M.Sc. 2)* <b>5 points</b>		
Knowledge translation strategies <b>5 points</b>		
Ability to address questions and comments <b>5 points</b>		
Total out of 50		

**Tips for Making Effective PowerPoint Presentations**

1. Use the slide master feature to create a consistent and simple design template. It is fine to vary the content presentation (i.e. bulleted list, 2-column text, text & image), but be consistent with other elements such as font, colors, and background.
2. Simplify and limit the number of words on each screen. Use key phrases and include only essential information.
3. Limit punctuation and avoid putting words in all capital letters. Empty space on the slide will enhance readability.
4. Use contrasting colors for text and background. Dark text on a light background is best. Patterned backgrounds can reduce readability of text.
5. Avoid the use of flashy transitions such as text fly-ins. These features may seem impressive at first, but are distracting and get old quickly.
6. Overuse of special effects such as animation and sounds may make your presentation "cutesy" and could negatively impact your credibility.

7. Use good quality images that reinforce and complement your message. Ensure that your images maintain their impact and resolution when projected on a larger screen.
8. Limit the number of slides. Presenters who constantly "flip" to the next slide are likely to lose their audience. A good rule of thumb is one slide per minute.
9. Know how to and practice moving forward AND backward within your presentation. Audiences often ask to see the previous screen again.
10. If possible, view your slides on the screen you'll be using for your presentation. Make sure they are readable from the back row seats. Text and graphics should be large enough to read, but not so large as to appear "loud."
11. Do not read from your slides. The content of your slides is for the audience, not for the presenter.
12. Do not speak to your slides. Many presenters face the direction of their presentation rather than their audience.
13. Do not apologize for anything in your presentation. If you believe something will be hard to read or understand, don't use it.
14. When possible, run your presentation from the hard disk rather than a flash drive. Running from a floppy disk may slow your presentation.

These tips and suggestions came from Susan Allison, Communication Technologies Branch, Office of Communications, National Cancer Institute.