Course Description
I have designed this course to provide an overview of research methods in clinical psychology. Topics include the development of research questions, issues of validity and generalizability, experimental and observational research designs, qualitative research, assessment issues, strategies for data evaluation and interpretation, issues specific to certain populations (e.g., children and older adults, community-based groups), and applied research topics such as program evaluation and effectiveness in clinical practice. Through exposure to a variety of research designs and challenges, you will grow in your understanding and ability to effectively apply a range of research designs to clinical populations.

Learning Objectives
At the conclusion of this course, you will be able to do the following:
• Understand overarching methods and issues related to a range of clinical research methods.
• Critically evaluate the benefits and limitations of various research design approaches through the lens of ethical, generalizability, and cultural perspectives.
• Develop a clinical research study proposal, including the generation of a testable research question and hypotheses, study procedures, and power considerations.

Required Reading

Additional readings will be assigned.

Respect for Diversity
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, age, disability, physical appearance, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.
Course Requirements and Evaluation

Class Participation
For full benefit, I strongly recommend that you complete assigned readings prior to class. Our class meetings will consist of a mixture of lecture, discussion, and student presentations. You are encouraged to come to each class with at least one discussion question. The quality of your contributions is as important as the quantity in determining your participation marks.

Weekly Thought Papers
To facilitate your engagement with the readings, you will submit a one-page (double-spaced) thought paper each week. The paper can reflect on a specific reading or can synthesize several readings from the week. You are welcome to link the readings to your personal research interests.

Class Presentations
To hone your ability to search for and critique research in your area, you will locate and present on published research in your field that illustrates concepts discussed in class. You will be responsible for locating and presenting on a relevant research article several times during the term. More details on the presentations will be provided at the beginning of the term.

Research Proposal
To enhance your ability to design your own research studies, you will have the opportunity to create a research proposal using the skills developed in this class. You will create a rough draft of a proposal (including abstract, introduction, methods, and references in APA format) that will then be peer-reviewed by a fellow student. You will then submit a final revision of your proposal, along with a letter detailing your changes. You will only be graded on your final proposal.

Peer Review
As part of your participation of in this course, you will learn to review a research proposal and to provide concrete feedback in a constructive manner. You will review a fellow student’s research proposal and will provide written feedback to the student using an outline that I will provide. I will then provide you feedback on your feedback.

Thus, your final grade will be computed as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Thought Papers</td>
<td>10%</td>
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<tr>
<td>Class Presentations</td>
<td>20%</td>
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<tr>
<td>Peer Review</td>
<td>20%</td>
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<tr>
<td>Final Research Proposal</td>
<td>40%</td>
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The final letter grade in the course will be based on your total percent score:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90.0-100%</td>
</tr>
<tr>
<td>A</td>
<td>85.0-89.9%</td>
</tr>
<tr>
<td>A-</td>
<td>80.0-84.9%</td>
</tr>
<tr>
<td>B+</td>
<td>77.0-79.9%</td>
</tr>
<tr>
<td>B</td>
<td>73.0-76.9%</td>
</tr>
<tr>
<td>B-</td>
<td>70.0-72.9%</td>
</tr>
<tr>
<td>C+</td>
<td>65.0-69.9%</td>
</tr>
<tr>
<td>C</td>
<td>60.0-64.9%</td>
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<tr>
<td>D</td>
<td>50.0-59.9%</td>
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<td>F</td>
<td>&lt;50.0%</td>
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<tr>
<td>Date</td>
<td>Week</td>
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| Jan 9  | 1    | Introduction to Clinical Research Methods      | • Overview of course  
• Professional models and values                                              |
| Jan 16 | 2    | Drawing Valid Inferences                       | • Internal and external validity  
• Construct and data-evaluation validity  
• Generalizability to other cultures                                           |
| Jan 23 | 3    | Developing Clinical Research Questions         | • Literature review and synthesis  
• Hypothesis generation  
• Power considerations  
• Replicability and open science                                                |
| Jan 30 | 4    | Experimental Clinical Research                 | • Experimental research designs  
• Control and comparison groups  
• Single-case experiments  
• Efficacy versus effectiveness research                                         |
| Feb 6  | 5    | Observational Clinical Research                | • Case-control and cohort designs  
• Behavioural observation in clinical research  
• Experience sampling in clinical populations                                   |
| Feb 13 | 6    | Qualitative Research                          | • Qualitative research paradigms and philosophy  
• Thematic analysis  
• Issues of quality and trustworthiness                                           |
| Feb 20 | 7    | **No Class**                                   | **Reading Break**                                                       |
| Feb 27 | 8    | Assessment Issues in Clinical Research         | • Selecting measures  
• Types of measures  
• Dealing with assessment issues                                                 |
| Mar 6  | 9    | Data Evaluation                                | • Null hypothesis significance testing  
• Presenting and analyzing data  
• Dealing with missing data  
• Data storage and access **Research proposal draft due**                        |
| Mar 13 | 10   | Data Interpretation and Dissemination          | • Cautions, negative effects, and replication  
• Dissemination of findings  
• Statistical versus clinical significance  
• Meta-analysis in clinical research                                             |
| Mar 20 | 11   | Clinical Research across the Lifespan          | • Clinical research with children and older adults  
• Clinical research with couples and families                                   |
| Mar 27 | 12   | Community Partnerships                         | • Community-based research  
• Collaborative research with Indigenous communities **Peer review due**        |
| Apr 3  | 13   | Applied Clinical Research Topics               | • Program evaluation  
• Evaluating therapy effectiveness in clinical practice                         |

Final Research Proposals due electronically April 17th at 4:30pm
Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity [https://web.uvic.ca/calendar2018-09/grad/academic-regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/grad/academic-regulations/academic-integrity.html#), p.39-41 UVic Calendar September 2018). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.
Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 40 in September 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 39-41 in September 2018) (https://web.uvic.ca/calendar2018-09/grad/academic-regulations/academic-integrity.html#)

Other useful resources on Plagiarism and Cheating include:
1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**Discovering Victoria, UVic and your Community:**
Grad school can involve a lot of time studying and researching on your own – but it does not have to be an isolating experience. There are a lot of other grad students out there like you who are looking to connect outside of academics. [www.uvic.ca/mentalhealth/graduate/connect/index.php](http://www.uvic.ca/mentalhealth/graduate/connect/index.php)

**Counselling Services:**
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

**Health Services:**
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. [www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

**Centre for Accessible Learning:**
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**Elders' Voices:**
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. [www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

**Mental Health Supports and Services:**
Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/graduate/](http://www.uvic.ca/mentalhealth/graduate/)