



PSYC22001 *Research Methods in Clinical Psychology*

Term 1 - 2018

Profile information current as at 30/04/2024 03:14 am

All details in this unit profile for PSYC22001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit is part of the sequence of units that culminates in the degree of Master in Clinical Psychology. This unit is intended to provide advanced knowledge in research knowledge and skills in Clinical Psychology, to assist in carrying out a thesis and as a foundation for a career as a Clinical Psychologist.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Academic Course = CG17

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2018

- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation and Written Assessment**

Weighting: 25%

2. **In-class Test(s)**

Weighting: 25%

3. **Written Assessment**

Weighting: 30%

4. **In-class Test(s)**

Weighting: 20%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Students and Lisel O'Dwyer

Feedback

If SPSS is available to students on their laptops, teaching of stats can be done via zoom and not an intensive workshop in Rockhampton

Recommendation

Either increase length of intensive workshop or all masters students to download SPSS to their own laptops.

Feedback from Students and Lisel O'wyer

Feedback

Much of the course is concerned with how to perform statistical analysis which requires the use of SPSS. The software is only available while students are on campus.

Recommendation

Allow Masters students to download SPSS to their own laptops.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Specific Outcomes/Skills Development: a. Advanced research knowledge and skills to assist in planning for, carrying out a thesis and as a foundation for a career as a Clinical Psychologist

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes
	1
1 - Project (research) - 25%	•
2 - In-class Test(s) - 25%	•
3 - Written Assessment - 30%	•
4 - In-class Test(s) - 20%	•

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

All readings will be provided for this course.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- IBM SPSS Statistics
- Access to Statistical software SPSS

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sarah Blunden Unit Coordinator
s.blunden@cqu.edu.au

Schedule

Week 1: Overview - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Research Methods in Clinical Psychology: Overview of the Course	Kazdin (1995) Preparing and Evaluating Research Reports. Psychological Assessment, 7(3): 228-237. 2. Chapter 2 of 'Research Methods in Clinical Psychology'	

Week 2: Survey and project design - Dr Danielle Every - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Survey design and analysis	Questionnaire design, interviewing, and attitude measurement" by A.N. Oppenheim. The library has several copies of this in Rockhampton and other campuses. Other readings available on Moodle	

Week 3: Qualitative design - Dr Danielle Every - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research: Design and analysis What types of questions does qualitative research seek to answer and how does this relate to your thesis?	Readings will be available in Moodle and will be relevant to student thesis topics	

Week 4: Quantitative Research - Overview - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative design and analysis	Readings will be available in Moodle	

Week 5: Design and analysis of small-n and single-case research - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Design and analysis of small sample sizes and single-case research	Kazdin (2003) (ch11) - on single case research studies. Examine the examples given which illustrate issues of validity.	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6: Intensive Rockhampton based learning week - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Presentations 9:00 - 11:00 am		Presentation and Written Assessment Due: Week 6 Thursday (19th Apr 2017) 5:00 pm AEST
Whole day statistics intensive workshop during Intensive learning week	Readings to be confirmed	
Between group differences and practical data entry		Presentation and Written Assessment Due: Week 6 Thursday (19 Apr 2018) 5:00 pm AEST

Week 7: In class test - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
In class test 9:00-11:00 Discussion of answers 11:00-12:00	To evaluate first half of the unit	In-class Test(s): First Half of the Course Due: Week 7 Thursday (26 Apr 2017) 9:00 am AEST In-class Test(s): First Half of the Course Due: Week 7 Thursday (26 Apr 2018) 5:00 pm AEST

Week 8: Correlations and Regression - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Exploring , understanding and practicing relationships between variables.	TBA	

Week 9: More data analysis - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
SPSS and the data analysis needed for student theses	Readings to be confirmed	

Week 10: Effect sizes and p values - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Beyond p: Effect size, clinically significant change and reliable change	Readings to be confirmed	

Week 11: Categorical data: Chi square and log linear analyses - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic

Categorical data and when to use parametric tests
Written statistics assignment

Readings to be confirmed

Written Assessment Due: Second half of course due: Week 11 Thursday (24th May 2017) 5:00 pm AEST

Written Assessment: Second Half of Course Due: Week 11 Thursday (24 May 2018) 5:00 pm AEST

Week 12: In class test - 28 May 2018

Module/Topic

Chapter

Events and Submissions/Topic

End of term In class test evaluating second half of the unit

In-class Test(s): Second Half of the Course Due: Week 12 Thursday (31 May 2017) 9:00 am AEST

In-class Test(s): Second Half of Course Due: Week 12 Thursday (31 May 2018) 9:00 am AEST

Review/Exam Week - 04 Jun 2018

Module/Topic

Chapter

Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Presentation and Written Assessment

Assessment Type

Presentation and Written Assessment

Task Description

The idea here is to develop skill of critical evaluation of research that can assist with increased critical understanding and application of research findings. Another objective is to begin to use those skills to plan and carry out the thesis. You will need to find four (4) journal articles that are relevant to your chosen thesis topic. You should critically evaluate these articles in terms of their method, discussion, and application to the field of psychology. You should consider how these articles contribute to the rationale or design of your chosen research topic or method.

There are two aspects to this assessment:

Oral: You will prepare a 15 minute presentation based on the four (4) articles to give to the class in week 5. This is worth 10% of the final grade (10/25).

Written: You will submit a 1500 word critique of the four (4) articles. This is worth 15% of the final grade (15/25).

Assessment Due Date

Week 6 Thursday (19 Apr 2018) 5:00 pm AEST

Return Date to Students

Week 8 Thursday (3 May 2018)

Weighting

25%

Assessment Criteria

Oral presentation: This is worth 10% of the final grade (10/25). Discussion of each of the four (4) research articles will be graded out of 2 (for a total of 8/25). Two points (2/25) will be allocated to communication ability.

Written presentation: This is worth 15% of the final grade (15/25). The critique of each of the four (4) research articles will be graded out of 3 (for a total of 12/25). Three points (3/25) will be allocated to the connection between each of the articles and the research methodology and/or rationale.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline Online

Submission Instructions

Student choice of off- or on-line submission

Learning Outcomes Assessed

- Specific Outcomes/Skills Development: a. Advanced research knowledge and skills to assist in planning for, carrying out a thesis and as a foundation for a career as a Clinical Psychologist

2 In-class Test(s): First Half of the Course

Assessment Type

In-class Test(s)

Task Description

Test on first half of the course focused on design and methodology in clinical psychology research including several research-related core capabilities underpinning clinical psychology training.

Assessment Due Date

Week 7 Thursday (26 Apr 2018) 5:00 pm AEST

2 hour in class test

Return Date to Students

Week 9 Thursday (10 May 2018)

two week turnaround

Weighting

25%

Assessment Criteria

No Assessment Criteria

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Specific Outcomes/Skills Development: a. Advanced research knowledge and skills to assist in planning for, carrying out a thesis and as a foundation for a career as a Clinical Psychologist

3 Written Assessment: Second Half of Course

Assessment Type

Written Assessment

Task Description

Research is an integrated process consisting of many steps including data analysis and results reporting. Without a clear and accurate results section the report will not be as effective as it would be no matter how well the design was or how important the topic is. A poor or ineffective results section can result in either readers not paying attention to your report at all or getting wrong conclusions from it. In this assignment you need to provide a 1500 word (plus or minus 10%) critique of the results section of a journal article. You can use an article that you reviewed in Assignment 1 or pick a new one. Please attach the journal article to the assignment.

When critiquing a results section you should consider the points below:

Excluded participants: Were any participants excluded from the analyses and if so why? Did the researchers justify any exclusions appropriately? For a good discussion on the reasons to exclude outliers, see Osborne and Overbay (2004).

Missing data: If participants leave questions or items blank, we end up with what we call missing data. There are various different methods of dealing with missing data (Schafer & Graham, 2002). Did the researchers choose the most appropriate method?

Validity and reliability of dependent variables: Did the researchers provide convincing evidence for the validity of each of the dependent variables that they used (including psychometric scales)? In other words, did each dependent variable show significant and appropriately sized correlations with the variables that it was supposed to

be related to (*convergent validity*) and, equally importantly, weak nonsignificant relationships with the variables that it was not supposed to be related to (*discriminant validity*)? Also, was there good evidence of the internal reliability of the dependent variables? For example, did each psychometric scale have a suitable factor structure and/or acceptable Cronbach alpha coefficients ($> .70$)?

Sufficient statistical power: If researchers find a significant effect, then, ipso facto, they must have had sufficient statistical power to detect this effect. Consequently, it would be inappropriate to criticise the researchers for have low statistical power due to small sample size even if the researchers' sample size is smaller than that used in previous research. However, if the researchers found null findings, then this can either be interpreted as indicating that there is no effect present or that an effect is present but the researchers had insufficient statistical power to detect this effect (i.e., a Type II error; see Cohen, 1988, 1992). Hence, statistical power is a critical concern when interpreting null findings. When interpreting a null finding, consider whether the research contained enough participants to detect the effect. Look back at previous research that has found the effect in order to see how many participants were used in that research. Meta-analyses and other reviews are good sources for this information. Does the research use significantly fewer participants than previous successful research? If so, then the null findings may be due to a lack of statistical power. Faul, Erdfelder, Lang, and Buchner (2007) provide a free downloadable power analysis software that you can use to investigate whether researchers have sufficient power. It is available at: <http://www.psych.uni-duesseldorf.de/abteilungen/aap/gpower3/download-and-register> In addition, Maxwell (2004) provides some useful calculations regarding recommended sample sizes. Assume that researchers want to conduct a statistical test with Cohen's (1992) recommended power of .80 to detect a medium-sized effect using an alpha value of .05 and with equal numbers of participants in each condition. If the researchers are using a 2 x 2 between-subjects ANOVA and a single dependent variable, then, in order to detect a single, prespecified effect (e.g., a main effect), the researchers should use 30 participants in each of the four cells of the 2 x 2 design (i.e., 120 participants). In order to detect all three effects (i.e., both main effects and the interaction), the researchers should use 48 participants in each cell (i.e., 192 participants). Obviously, cell sizes will need to be larger if (a) cell sizes are unequal, (b) the ANOVA is larger (e.g., 2 x 3 ANOVA), or (c) there is more than one dependent variable.

Statistical assumptions: Did the researchers meet all of the assumptions that are associated with the particular statistical tests that they used (e.g., equal cell sizes, normal distribution, homogeneity of variance).

Correct use of inferential statistics: All statistical techniques have their limitations. Did the researchers take these limitations into account. Have a look at some general introductions to the techniques of exploratory factor analysis (Floyd & Widaman, 1995; Russell, 2002), path analysis (Stage, Nora, & Carter, 2004), or structural equation modelling and confirmatory factor analysis (MacCallum & Austin, 2000; Schrieber, Stage, King, Nora, & Barlow, 2006) correctly? Was their dichotomization of quantitative variables appropriate (MacCallum, Zhang, Preacher, & Rucker, 2002; Maxwell & Delaney, 1993)?

Correct interpretation of analyses: Did the researchers interpret the results correctly? Look back at the precise predictions that the researchers made and match them against the actual pattern of results. Researchers are like politicians: They will try to place a positive spin on their results, emphasize supportive evidence, and downplay unsupportive evidence. As a critical analyst, it's your job to see through the rhetoric and spin and analyze the cold hard facts!

Alternative analyses: Different statistical tests can be used to address different questions. However, different statistical tests can also be used to address the *same* question. Did the researchers use the correct (i.e., most powerful, most precise) statistical test to investigate their hypotheses? Were there any alternative, more appropriate statistical analyses that could have been used to test the researchers' hypotheses?

Assessment Due Date

Week 11 Thursday (24 May 2018) 5:00 pm AEST

Return Date to Students

Week 12 Thursday (31 May 2018)

Weighting

30%

Assessment Criteria

This assessment is worth 30% of your final grade. Marks will be allocated based on the criteria below:

- Identification of strengths and weaknesses in the results section. You should try to identify all of the strengths and weaknesses in the results; some articles will have more than others: 10/30
- Discussion of the strengths and weaknesses with justification (provide references to support your argument) and outline the impact this may have on the interpretation of results: 5/30
- Discussion of whether weakness/es might have been avoided, what might've been done differently in terms of research design or analysis: 5/30

- Comment on the the correct interpretation of analyses: are the conclusions of the authors justified? You will need to look at the hypotheses, results and discussion section: 5/30
- Clarity of argument and writing style: 5/30

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Specific Outcomes/Skills Development: a. Advanced research knowledge and skills to assist in planning for, carrying out a thesis and as a foundation for a career as a Clinical Psychologist

4 In-class Test(s): Second Half of Course

Assessment Type

In-class Test(s)

Task Description

This end of the term exam examines the second half of the course, including reading and lecture material, and is intended to cover important Data Analysis, Research and Evaluation core capabilities.

Assessment Due Date

Week 12 Thursday (31 May 2018) 9:00 am AEST

2 hour in class exam

Return Date to Students

Exam Week Thursday (14 June 2018)

two week turnaround

Weighting

20%

Assessment Criteria**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Specific Outcomes/Skills Development: a. Advanced research knowledge and skills to assist in planning for, carrying out a thesis and as a foundation for a career as a Clinical Psychologist

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem