



# PSYC22001 *Research Methods in Clinical Psychology*

## Term 1 - 2019

Profile information current as at 14/05/2024 08:16 pm

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 - 2019

- Online
- 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. **Project (research)**

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 Student feedback

##### Feedback

The material needs to be more advanced and relevant to our theses.

##### Recommendation

Review statistical content to ensure it is aligned with the most commonly used statistical analyses.

#### Feedback from Student feedback

##### Feedback

More time should be spent utilising SPSS to prepare us for our thesis analyses.

##### Recommendation

Include significant practical SPSS work throughout the term and in residential week.

#### Feedback from Student feedback

##### Feedback

Loved the hands on elements.

##### Recommendation

Continue to include a significant practical component to the unit.

## 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

There are plenty of SPSS Statistic textbooks available via the library and even some online. During the semester you will be provided with appropriate readings, chapters and websites to access additional information.

### 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

**Claire Thompson** Unit Coordinator  
[c.l.thompson@cqu.edu.au](mailto:c.l.thompson@cqu.edu.au)

**Catherine Cox** Unit Coordinator  
[c.m.cox@cqu.edu.au](mailto:c.m.cox@cqu.edu.au)

## Schedule

### Week 1: Overview - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Welcome and introduction to research in clinical psychology. Review of assessment pieces and important dates.	Suggested Reading: Barker, C., Pistrang, N., & Elliot, R. (2002). Research Methods in Clinical Psychology: An introduction for students and practitioners. (2nd ed). West Sussex, UK: John Wiley & Sons, Inc. Chapter 2 of Perspectives on Research. Chapter 3 Doing the Groundwork. Chapter 8 The Participants: Sampling and Ethics. Kazdin (1995) Preparing and Evaluating Research Reports. Psychological Assessment, 7(3): 228-237.	

### Week 2: Qualitative & Quantitative design - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Quantitative & Qualitative research.  
What types of questions does qualitative research seek to answer and how is this different to quantitative research?

Suggested Reading:  
Barker et al. (2002)  
Chapter 4 Foundations of Quantitative Methods  
Chapter 5 Foundations of Qualitative Methods

### Week 3: Survey design and sampling - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Survey design and sampling considerations.	Suggested Reading: Barker et al. (2002) Chapter 6 Self-Report Methods Chapter 10 The Participants: Sampling and Ethics.	

### Week 4: Small N and Single Case Design - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Small N and case studies discussed. Discussion of assessment piece - presentation and written	Suggested Reading: Barker et al (2002) Chapter 9 Small N Design.	

### Week 5: Student Presentation Due - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Student presentations.		<b>Presentation and Written Assessment</b> Due: Week 5 Thursday (11 Apr 2019) 12:00 am AEST

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6: NO CLASS ANZAC Day - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
		NEXT WEEK Res School:

### Week 7: Rockhampton residential school learning day - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Whole day learning in residential school. In class test.		<b>In-class Test: First Half of the Course</b> Due: Week 7 Monday (29 Apr 2019) 9:00 am AEST

### Week 8: Beginners guide to exploring your data and SPSS. - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Exploring and understanding your data and the relationships between variables.	Please ensure SPSS software is on your computer OR you have access to SPSS within the class. Suggested Reading: There are plenty of resources available to students online and within the library to assist you in navigating statistics and SPSS. A great resource is, <i>Discovering Statistics Using IBM SPSS Statistics</i> by Andy Field.	

### Week 9: Data analysis with categorical variables - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Data analyses that will be covered: -categorical IV x categorical DVs - Chi-square - log-linear - categorical IV's x scale DV's - t-tests - ANOVA's - multivariate analysis		

**Week 10: Data analysis with scaled variables - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
- scale IV's x scale DV's - correlation - regression - multivariate analysis		

**Week 11: How to write a research paper. - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Structure and requirements for writing and publishing a research paper.	Suggested Reading: Barker et al. (2002) Chapter 12 Analysis, interpretations and dissemination.	<b>Written Assessment</b> Due: Week 11 Thursday (30 May 2019) 12:00 am AEST

**Week 12: In class test - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
End of term In class test evaluating second half of the unit		<b>In-class Test: Second Half of Course</b> Due: Week 12 Thursday (6 June 2019) 9:00 am AEST

**Review/Exam Week - 10 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 17 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Email: [c.m.cox@cqu.edu.au](mailto:c.m.cox@cqu.edu.au)

Access to IBM SPSS Statistical software is available via computers on campus however, students may wish to purchase and install a student or grad version of SPSS version 24 or 25. A CD ROM can be purchased from the campus bookshop or via an electronic download. (Hearne: <https://www.hearne.software/Software/SPSS-Grad-Packs-for-Students-by-IBM/Editions>).

## Assessment Tasks

### 1 Presentation and Written Assessment

**Assessment Type**

Project (research)

**Task Description**

This piece of assessment is worth 25% of your final grade.

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 your thesis. You will need to find two (2) 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 two (2) 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 two (2) articles. This is worth 15% of the final grade (15/25).

**Assessment Due Date**

Week 5 Thursday (11 Apr 2019) 12:00 am AEST

Presentations are in class on Thursday 9-12pm.

**Return Date to Students**

Week 7 Thursday (2 May 2019)

Via Moodle

**Weighting**

25%

**Minimum mark or grade**

13/25.

**Assessment Criteria**

Oral presentation: This is worth 10% of the final grade (10/25). Discussion of each of the two (2) research articles will be graded out of 4 (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 2 (2) research articles will be graded out of 6 (for a total of 12/25). Two points (2/25) will be allocated to the connection between each of the articles and the research methodology and/or rationale. One mark (1/25) will be granted for writing and APA formatting.

**Referencing Style**

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

**Submission**

Offline Online

**Submission Instructions**

Students do presentation in class and upload to Moodle.

**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: First Half of the Course

**Assessment Type**

In-class Test(s)

**Task Description**

This piece of assessment is worth 25% of your final grade.

Short answer test on first half of the course focused on design and methodology in clinical psychology research. This will be conducted within class.

**Assessment Due Date**

Week 7 Monday (29 Apr 2019) 9:00 am AEST

2 hour in class test during the residential week

**Return Date to Students**

Week 9 Thursday (16 May 2019)

Two week turnaround. Results via Moodle.

**Weighting**

25%

**Minimum mark or grade**

12/25

**Assessment Criteria**

Each question is awarded varying points/marks depending on the complexity of the answer needed.

**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

**Assessment Type**

Written Assessment

**Task Description**

This piece of assessment is worth 30% of your total grade.

In this assignment you need to provide a 1500 word (plus or minus 10%) critique of the results section of a journal article taking into account the statistical analyses, interpretation and discussion of the results. Please attach the journal article to the assignment.

**Assessment Due Date**

Week 11 Thursday (30 May 2019) 12:00 am AEST

Via Moodle

**Return Date to Students**

Exam Week Thursday (20 June 2019)

Via Moodle

**Weighting**

30%

**Minimum mark or grade**

15/30

**Assessment Criteria**

This piece assessment is worth 30% of your final grade.

Marks will be allocated based on the criteria below:

- Identification and discussion of strengths and weaknesses in the results section and the impact this may or does have on the results and conclusions. Provide justification (references) to support your argument: 15/30
- Comment on the the interpretation of analyses: are the conclusions of the authors justified? You will need to look at the hypotheses, results and discussion section: 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
- 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: 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 and is intended to cover important statistical concepts and SPSS data analysis and procedures. Please make sure you have access to SPSS.

**Assessment Due Date**

Week 12 Thursday (6 June 2019) 9:00 am AEST

2 hour in class exam

**Return Date to Students**

Exam Week Thursday (20 June 2019)

Two week turnaround. Grades via Moodle.

**Weighting**

20%

**Minimum mark or grade**

10/20

**Assessment Criteria**

Short answer based test where marks will be allocated depending on the complexity of the questions and tasks needed



to do to formulate an answer.

### 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