



Department of Psychology
PSYC 650: Research Seminar in Clinical Psychology
Fall 2011/Winter 2012

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Location:	Admin 247B (Fall) Admin 051/053 (Winter)	Office hours:	By appointment
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Objective: This course is required in years 1 and 2 of the M.Sc. program and has rotating content. It is designed to assist students with their professional development, provide them with information and advice for success as a clinical psychology trainee, and develop their clinical research skills. 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 and integrating research findings, 3) developing oral and visual presentation skills, and 4) providing exposure to selected professional and research-related issues. 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.

Readings: See below.

Requirements and evaluation procedures: This year-long course meets for two hours biweekly. The grading criteria are as follows:

Attendance and participation (40%)

Minor presentation (20%)

Research presentation (40%)

Attendance and Participation. Attendance at each class, participation in discussion, and acceptable completion of presentations are mandatory. 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. Note that a significant portion of your grade is based on class discussion. In order to effectively take part in a class discussion, participants need to have not only read the material but also thought about it. So, in terms of evaluating this component of the course, I will specifically be looking for discussion contributions that reflect not only the essence of the reading but also the ability to critically evaluate the content and to integrate it with other areas in psychology, or, other relevant disciplines.

Minor presentation. The minor presentation is designed to enhance the course content and can be in one of three areas: qualitative/mixed methods research, knowledge translation, and science versus pseudoscience in clinical psychology. You will have considerable choice in your topic. I strongly recommend that you choose something that is relevant to your area of research that will enhance your overall understanding of your research domain. **Please discuss your minor research presentation topic with me in September so that I can plan ahead and integrate your presentation with my lectures. Note that not everyone can present on the same topic within the course so those who contact me first will have more choice.**

Examples of possible topics include, but are not limited to:

- 1) Select a methodologically strong qualitative or mixed methods study in your area of research and describe how this study enhances our understanding of the topic, beyond what might be provided by a quantitative study.
- 2) What knowledge translation strategies would be helpful in your area of research? How should these be implemented and what barriers do you foresee (if any)?
- 3) How has the media (one important means of knowledge translation) conveyed research in your area? Has it helped or hindered (or somewhere in between) the general public's understanding of the empirical research?
- 4) Choose a topic within clinical psychology and take a position on whether it is science or pseudoscience (note that you are required to take a position and argue your case).

The minor presentation should be no more than 15-20 minutes in length. It does not require an extensive review of the literature.

Research presentation. Presentations should be no more than 40 minutes in length, with time at the end for discussion. Your ability to stay within the time frame is critical and will be used to evaluate your presentation. The research presentation will be different depending on whether you are in your first or second year of the program, as outlined below. Students are expected to ask questions and provide constructive feedback on the project. Note that I have reserved a pc for each class, although you are welcome to bring your own. Please send me your powerpoint slides 48 hours in advance and I will post them to Blackboard.

Outline for Student Research Presentations – M.Sc. I

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.

- 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 ascertained? Procedure? Data analytic approach?
- 6. Status of the research project**—If you have not already, 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** (please keep the CIHR perspective in mind)

The criteria for marking your presentation are as follows (weight of each criterion will depend on the stage of your research):

- Organization, clarity of content, and length
- Knowledge of the extant literature and your study as an extension of this line of research
- 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
- Your ability to address questions and comments

Student Research Presentations – M.Sc. II

Recognizing that second-year students have more research knowledge and experience in their areas of expertise, they will present a more general talk on the conceptual and methodological issues that are unique to their research areas. The focus of the presentation should be quite broad and might cover topics such as the state of existing theory, ethical issues, definitional issues, specific research designs, sampling, internal/external validity, pragmatic issues related to doing research in this area, etc. Students should begin by providing a brief overview of their M.Sc. research and then broaden the discussion to more general issues in their area of research. The goal of the presentation is to familiarize your colleagues with the research issues that are unique to your area, using your own research to illustrate how these conceptual and methodological issues have influenced your work and how you have dealt with them.

The criteria for marking your presentation are as follows:

- Organization, clarity of content, and length
- Quality of summary articles
- Knowledge of the general research area
- Your ability to discuss and integrate your research in the context of the broader research issues.
- Your ability to critically evaluate your research, including both strengths and weaknesses
- Knowledge translation strategies
- Your ability to address questions and comments

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-)

Class schedule (Fall 2011 - Winter 2012)

Date	Topic	Readings
Sept. 14	Introduction to the course What you need to know to achieve success in graduate school Preparing your CV	
Sept. 28	Doing research and publishing your work: Opportunities and obstacles	American Psychological Association. (2010). <i>Preparing manuscripts for publication in psychology journals: A guide for new authors</i> . Washington DC: APA. http://www.apa.org/pubs/authors/new-author-guide.aspx
Oct. 12	Introduction to qualitative and mixed methods	Davidson, L., Wieland, M., Flanagan, E. H., & 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. Hanson, W. E., Creswell, J. W. Plano Clark, V.L., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. <i>Journal of Counseling Psychology</i> , 52(2), 224-235.
Oct. 26	Participatory community research	Shura, R., Siders, R. A., & Dannefer, D. (2011). Culture change in long-term care: Participatory action research and the role of the resident. <i>The Gerontologist</i> , 51(2), 212-225.
Nov. 9	Knowledge translation: Perspectives from the Canadian Institutes of Health Research (CIHR)	Graham, I. D., & Tetroe, J. M. (2009). Implementation of evidence. <i>International Journal of Evidence Based Healthcare</i> , 7, 157-158. Helpful websites: Canadian Institutes of Health Research http://www.cihr.ca/e/29418.html World Health Organization http://www.who.int/kms/en/
Nov. 23	Knowledge translation/Working with the media	Canadian Psychological Association (2005). <i>Working with the media</i> . Ottawa: CPA. http://www.cpa.ca/cpsite/userfiles/Documents/publications/Working_with_the_Media.pdf
Dec. 7	Research issues in clinical geropsychology M.Sc. II research presentation	

Date	Topic	Readings
Jan. 11	Science versus pseudoscience in clinical psychology M.Sc. II research presentation	Interesting journals on this topic: <i>Skeptical Inquirer</i> , <i>Scientific Review of Mental Health Practice</i> Olatunji, B. O., Parker, L. M., & Lohr, J. M. (2005-2006).

		Pseudoscience in contemporary psychology: Professional issues and implications. <i>The Scientific Review of Mental Health Practice, 4, 19-36.</i>
Jan. 25	Science versus pseudoscience: Empirically supported treatments (ESTs) versus potentially harmful therapies (PHTs) “ <i>Primum non nocere!</i> ” M.Sc. II research presentation	Lilienfeld, S. O. (2007). Psychological treatments that cause harm. <i>Perspectives on Psychological Science, 2, 53-70.</i>
Feb. 8	Self help: Science or pseudoscience? M.Sc. II research presentation	Norcross, J. C. (2006). Integrating self-help into psychotherapy: 16 practice suggestions. <i>Professional Psychology: Research and Practice, 37, 683-693.</i> Redding, R. E., Herbert, J. D., Forman, E. M., & 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, 39, 537-545.</i>
Feb. 22	Complementary and alternative medicine (CAM): Science or pseudoscience? M.Sc. II research presentation	Walsh, R. & Shapiro, S. L. (2006). The meeting of meditative disciplines and western psychology: A mutually enriching dialogue. <i>American Psychologist, 61, 227-239.</i> Hughes, B. M. (2008). How should clinical psychologists approach complementary and alternative medicine? Empirical, epistemological, and ethical considerations. <i>Clinical Psychology Review, 28, 657-675.</i>
Mar. 7	M.Sc. I research presentations (2)	
Mar. 21	M.Sc. I research presentations (2)	
Apr. 4	M.Sc. I research presentation (1)	

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

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g. class 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.

Important Dates

The last day to drop this course and **still receive a tuition fee refund** is **Sep 23rd, 2011**. Last day for registration/change of registration is **Sep 26th, 2011**. The last day to withdraw from this course is **Apr 13th, 2012**.