

Psyc 6342: Research Methods in Clinical Psychology -- Long Summer 2025

Contact Information:

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Required Text:

American Psychological Association. (2020). *Publication manual* (7th ed.). Washington, DC: Author.

Barker, C., Pistrang, N., & Elliot, R. (2015). *Research methods in clinical psychology: An introduction for students and practitioners* (3rd Ed). Wiley.

Required Readings (via Canvas):

Bem, D.J. (2004). Writing the empirical journal article. In J.M. Darley, M.P. Zanna, & H.L. Roediger (Eds.), *The Compleat Academic* (2nd ed.). Chapter 10, pp. 185-220. Washington, DC: APA.

Eisenberg, N. (2019). Writing a literature review. In R.J. Sternberg (Ed.), *Guide to Publishing in Psychology Journals*, (pp. 17-34). New York: Cambridge University Press.

Mehler, D. M. A., Edelsbrunner, P. A., & Matić, K. (2019). Appreciating the Significance of Nonsignificant Findings in Psychology. *Journal of European Psychology Students*, 10(4), 1–7. Doi:10.5334/jeps.e2019a

Wiggins, B. J., & Chrisopherson, C. D. (2019). The replication crisis in psychology: An overview for theoretical and philosophical psychology. *Journal of Theoretical and Philosophical Psychology*, 39(4), 202–217. <https://doi.org/10.1037/teo0000137>

Course Description:

This course discusses research methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.

Student Learning Outcomes:

APA Professional Competencies for Research require the student, upon completion of this course, to:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Evaluation and Grading:

Discussion Leader (50 points X 2 Sessions = 100 points): Each week, a student will lead the discussion of readings assigned for that week. The student will present a summary of the readings and lead a discussion of the major ideas presented therein. All other students will be expected to actively participate in this discussion and to play “stump the chump” with the discussion leader.

Reaction Papers (10 points X 9 reaction papers = 90 points): For certain weeks, students will write a brief (1-2) page reaction paper that briefly summarizes and, more importantly, critiques the readings we will discuss that week. Students should use concepts from the reading to design a novel research project. There are two parts to each week's reflection paper. For the first part, summarize the week's readings (1 page max). For the second part (1 page max), develop a hypothesis, research idea, or model that employs the methods/issues discussed during that week's course material. Or, you can, instead, apply the methods/issues to your own, existing research projects. **Note that during the week that you are the discussion leader, you do NOT need to write a reflection paper. Instead, your discussion leader notes count as your paper.**

Term Paper (100 points): Students will submit a paper in which key knowledge gained from this course is applied to a new or ongoing research project. This paper can be a research proposal, chapter in a thesis or dissertation, or research manuscript. The paper must be formatted in APA style (7th Edition).

Attendance: Attendance is required. In the event of excessive absenteeism, I reserve the right to lower your final course grade by one or more letters. Specifically, missing more than 25% of class meetings will reduce your course grade by one letter. Missing more than 40% of the class meetings will result in an automatic F in the course.

Grade Detail
Total Points Possible = 290
A = 261-290
B = 232-260
C = 203-231
D = 174-202
F = <174

Week	Topic	Reading	Assignment	Discussion Leader
1 5/12	Perspectives on Research	Ch. 2	None	
2 5/19	Developing the Groundwork	Ch. 3	Reflection Paper	Lauren
3 5/26	No Class due to Memorial Day		None	
4 6/2	Quantitative Measurement	Ch. 4 Bem, D.J. (2004). Writing the empirical journal article. In J.M. Darley, M.P. Zanna, & H.L. Roediger (Eds.), <i>The Compleat Academic</i> (2nd ed.).Chapter 10, pp. 185-220.Washington, DC:APA.	Reflection Paper	Isabella
5 6/9	Qualitative Measurement	Ch. 5	Reflection Paper	Erin
6 6/16	Self-Report Methods	Ch. 6 Eisenberg, N. (2019). Writing a literature review. In R.J. Sternberg (Ed.), <i>Guide to Publishing in Psychology Journals</i> , (pp. 17-34). New York: Cambridge University Press.	Reflection Paper	Meghan
7 6/23	Observation	Ch. 7	Reflection Paper	Lauren
8 6/30	Research Designs	Ch. 8 Mehler, D. M. A., Edelsbrunner, P. A., & Matić, K. (2019). Appreciating the Significance of Nonsignificant Findings in Psychology. <i>Journal of European Psychology Students</i> , 10(4), 1–7. Doi:10.5334/jeps.e2019a	Reflection Paper	Erin

9 7/7	Small N Designs	Ch. 9	Reflection Paper	Isabella
10 7/14	Sampling and Ethics	Ch. 10 Wiggins, B. J., & Chrisopherson, C. D. (2019). The replication crisis in psychology: An overview for theoretical and philosophical psychology. <i>Journal of Theoretical and Philosophical Psychology</i> , 39(4), 202–217. https://doi.org/10.1037/teo0000137	Reflection Paper	Meghan
11 7/21	Evaluation Designs	Ch. 11	Reflection Paper	Stocks
12 7/28	Course Wrap-up and Lunch!	None	Term Paper	

University Policies

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.utt Tyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.utt Tyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

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State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- (iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.