ADVANCED RESEARCH TECHNIQUES IN SOCIAL–PERSONALITY PSYCHOLOGY
SOP 6219C
Fridays 1:55–4:55 p.m. (Periods 7–9)
Psychology Building (PSY) Room 129

Instructor: Gregory D. Webster, Ph.D.
Office: 088 Psychology Building
Hours: Mondays, 1:00–3:00 p.m.
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PURPOSE, DESCRIPTION, AND POLICIES

Research methods are the backbone of psychological science. The purpose of this course is to expose you to a variety of advanced research techniques in social and personality psychology. The material you will learn in this course will allow you to design, implement, analyze, and critically evaluate psychological scientific research. The course format will be a seminar that will rely on interactive discussion of the material. Each student will be responsible for leading classroom discussions for one week of assigned reading material. In addition, each student will submit (via Canvas) one discussion question for each reading by 10 a.m. each Friday prior to class. The instructor will select some of these questions to facilitate classroom discussion on each reading. You will each write a new APA-style paper—Method and Results sections only—on a topic of your choosing using your own data or archival data. This paper will adhere to best-practice recommendations for reporting results in our field. Each student also will be evaluated on an open-note take-home final exam. Students will uphold the University of Florida Honor Code in all aspects of this course. Students requesting classroom accommodation must first register with the Dean of Students Office, which will then provide documentation to the student, who will then give this documentation to the Instructor when requesting accommodation.

GRADING

Item	Number	Points	Total	Percent
Weekly discussion questions (one per reading; due by 10 a.m. each Friday)	50	2	100	50.0
Classroom participation (be active in class)	12	2	24	12.0
Discussant (summarize & discuss readings)	1	26	26	13.0
Take-home final exam (due at 4/24 at 5 p.m.)	1	25	25	12.5
Method and results paper (due 5/1 at 12 p.m.)	1	25	25	12.5
Grand total			200	100.0

COURSE GRADING SCALE

Letter	Percent	Letter	Percent	Letter	Percent
A	≥ 93.33	B–	≥ 80.00	D+	≥ 66.67
A–	≥ 90.00	C+	≥ 76.67	D	≥ 63.33
B+	≥ 86.67	C	≥ 73.33	D–	≥ 60.00
B	≥ 83.33	C–	≥ 70.00	E	< 60.00

SCHEDULE

Week	Date	Topic	Discussant
1	Jan. 12	Syllabus; Open Science and Research Design	Greg
2	Jan. 19	Data Analysis	Greg
3	Jan. 26	Data Sources	
4	Feb. 2	Power and Effect Size	
5	Feb. 9	NO CLASS: SPSP Conference in San Diego	—
6	Feb. 16	Measurement I: Construct Validation	
7	Feb. 23	Measurement II: Factor Analysis and IRT	
8	Mar. 1	Stimuli as Random Factors & Mixed-Effects Models	
9	Mar. 8	NO CLASS: Work on Method and Results Paper	—
10	Mar. 15	NO CLASS: Spring Break	—
11	Mar. 22	Mediation and Moderation I	
12	Mar. 29	Mediation and Moderation II	
13	Apr. 5	Dyadic Data Analysis & The Social Relations Model	
14	Apr. 12	New Methods: Text, Geography, and Social Media	
15	Apr. 19	Social Network Analysis and Research Synthesis	Greg
16	Apr. 24	Take-Home Final Exam Due (5 p.m.)	
17	May 1	Method & Results Paper Due (12 p.m.)	

READINGS

All readings are available for downloaded from Canvas course website or UF Libraries.

Jan. 12: Open Science and Research Design

Funder, D. C., Levine, J. M., Mackie, D. M., Morf, C. C., Vazire, S., & West, S. G. (2014). Improving the dependability of research in personality and social psychology: Recommendations for research and educational practice. *Personality and Social Psychology Review, 18*(1), 3–12. https://doi.org/10.1177/1088868313507536

Schiavone, S. R., & Vazire, S. (2023). Reckoning with our crisis: An agenda for the field of social and personality psychology. *Perspectives on Psychological Science, 18*(3), 710–722. https://doi.org/10.1177/17456916221101060

Chester, D. S., & Lasko, E. N. (2021). Construct validation of experimental manipulations in social psychology: Current practices and recommendations for the future. *Perspectives on Psychological Science, 16*(2), 377–395. https://doi.org/10.1177/1745691620950684

McClelland, G. H. (1997). Optimal design in psychological research. *Psychological Methods, 2*(1)*,* 3–19. https://doi.org/10.1037/1082-989X.2.1.3

Jan. 19: Data Analysis

Judd, C. M., McClelland, G. H., & Culhane, S. E. (1995). Data analysis: Continuing issues in the everyday analysis of psychological data. *Annual Review of Psychology, 46*(1), 433–465. https://doi.org/10.1146/annurev.ps.46.020195.002245

McClelland, G. H. (2000). Nasty data: Unruly, ill-mannered observations can ruin your analysis. In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 393–411). New York: Cambridge University Press. http://gabarrot.free.fr/acm2012/McClelland2000.pdf

Brauer, M., & Judd, C. M. (2000). Defining variable in relationship to other variables: When interactions suddenly turn out to be main effects. *Journal of Experimental Social Psychology, 36*(4), 410–424. https://doi.org/10.1006/jesp.2000.1420

Jan. 26: Data Sources

Paulhus, D. L., & Vazire, S. (2007). The self-report method. In R. W. Robins, R. C. Fraley, & R. F. Krueger (Eds.), *Handbook of research methods in personality psychology* (pp. 224–239). New York: Guilford. https://www2.psych.ubc.ca/~dpaulhus/research/SDR/downloads/CHAPTERS/2008%20Handbook%20Research%20Methods/paulhus-vazire%202007%20chap.pdf

Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: What happened to actual behavior? *Perspectives on Psychological Science, 2*, 396–403. https://doi.org/10.1111/j.1745-6916.2007.00051.x

Pelham, B. W. (2019). Data to die for: Archival research. In H. Blanton, J. M. LaCroix, & G. D. Webster (Eds.), *Measurement in social psychology* (pp. 174–200). New York: Routledge. https://www2.psych.ubc.ca/~schaller/528Readings/Pelham2019.pdf

Anderson, C. A., Allen, J. J., Plante, C., Quigley-McBride, A., Lovett, A., & Rokkum, J. N. (2019). The MTurkification of social and personality psychology. *Personality and Social Psychology Bulletin, 45*(6), 842–850. https://doi.org/10.1177/0146167218798821

Chmielewski, M., & Kucker, S. C. (2020). An MTurk crisis? Shifts in data quality and the impact on study results. *Social Psychological and Personality Science, 11*(4), 464–473. https://doi.org/10.1177/1948550619875149

Feb. 2: Power and Effect Size

Cohen, J. (1992). A power primer. *Psychological Bulletin, 112*(1), 155–159. https://doi.org/10.1037//0033-2909.112.1.155

McClelland, G. H. (2000). Increasing statistical power without increasing sample size. *American Psychologist, 55*(8), 963–964. https://doi.org/10.1037/0003-066X.55.8.963

Richard, F. D., Bond, C. F., Jr., & Stokes-Zoota (2003). One hundred years of social psychology quantitatively described. *Review of General Psychology, 7*(4), 331–363. https://doi.org/10.1037/1089-2680.7.4.331

Funder, D. C., & Ozer, D. J. (2019). Evaluating effect size in psychological research: Sense and nonsense. *Advances in Methods and Practices in Psychological Science, 2*(2), 156–168. https://doi.org/10.1177/2515245919847202

Götz, F. M., Gosling, S. D., & Rentfrow, P. J. (2022). Small effects: The indispensable foundation for a cumulative psychological science. *Perspectives on Psychological Science*, *17*(1), 205-215. https://doi.org/10.1177/1745691620984483

Feb. 16: Measurement I: Construct Validation

Flake, J. K., Pek, J., & Hehman, E. (2017). Construct validation in social and personality research: Current practice and recommendations. *Social Psychological and Personality Science, 8*(4), 370–378. https://doi.org/10.1177/1948550617693063

Flake, J. K., & Fried, E. I. (2020). Measurement schmeasurement: Questionable measurement practices and how to avoid them. *Advances in Methods and Practices in Psychological Science*, *3*(4), 456–465. https://doi.org/10.1177/2515245920952393

Hussey, I., & Hughes, S. (2020). Hidden invalidity among 15 commonly used measures in social and personality psychology. *Advances in Methods and Practices in Psychological Science*, *3*(2), 166–184. https://doi.org/10.1177/2515245919882903

Huth, K. B., de Ron, J., Goudriaan, A. E., Luigjes, J., Mohammadi, R., van Holst, R. J., ... & Marsman, M. (2023). Bayesian analysis of cross-sectional networks: A tutorial in R and JASP. Advances in Methods and Practices in Psychological Science, 6(4), 25152459231193334. https://doi.org/10.1177/25152459231193334

Feb. 23: Measurement II: Factor Analysis and Item Response Theory

Flora, D. B., & Flake, J. K. (2017). The purpose and practice of exploratory and confirmatory factor analysis in psychological research: Decisions for scale development and validation. *Canadian Journal of Behavioural Science / Revue Canadienne des Sciences du Comportement, 49*(2), 78–88. https://doi.org/10.1037/cbs0000069

Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin, 56*(2), 81–105. https://doi.org/10.1037/h0046016

Eid, M., Lischetzke, T., & Nussbeck, F.W. (2006). Structural equation models for multitrait-multimethod data. In M. Eid & E. Diener (Eds.), Handbook of multimethod measurement in psychology (pp. 283–299). Washington, DC: APA. http://doi.org/10.1037/11383-020

Fraley, R. C., Waller, N. G., & Brennan, K. A. (2000). An item response theory analysis of self-report measures of adult attachment. *Journal of Personality and Social Psychology, 78*(2), 350–365. https://doi.org/10.1037/0022-3514.78.2.350

Webster, G. D., Howell, J. L., & Shepperd, J. A. (2022). Self-esteem in 60 seconds: The six-item state self-esteem scale (SSES-6). *Assessment, 29*(2), 152–168. https://doi.org/10.1177/1073191120958059

Mar. 1: Stimuli as Random Factors and Mixed-Effects Models

Wells, G. L., & Windschitl, P. D. (1999). Stimulus sampling and social psychological experimentation. *Personality and Social Psychology Bulletin, 25*(9), 1115–1125. https://doi.org/10.1177/01461672992512005

Judd, C. M., Westfall, J., & Kenny, D. A. (2012). Treating stimuli as a random factor in social psychology: A new and comprehensive solution to a pervasive but largely ignored problem. *Journal of Personality and Social Psychology, 103*(1), 54–69. https://doi.org/10.1037/a0028347

Brown, V. A. (2021). An introduction to linear mixed-effects modeling in R. *Advances in Methods and Practices in Psychological Science*, *4*(1), 2515245920960351. https://doi.org/10.1177/2515245920960351

Mar. 22: Mediation and Moderation I

Muller, D., Judd, C. M., & Yzerbyt, V. Y. (2005). When moderation is mediated and mediation is moderated. *Journal of Personality and Social Psychology, 89,* 852–863. https://doi.org/10.1037/0022-3514.89.6.852

McClelland, G. H., & Judd, C. M. (1993). Statistical difficulties of detecting interactions and moderator effects. *Psychological Bulletin, 114*(2), 376–390. https://doi.org/10.1037/0033-2909.114.2.376

MacCallum, R. C., & Mar, C. M. (1995). Distinguishing between moderator and quadratic effects in multiple regression. *Psychological Bulletin, 118*(3), 405–421. https://doi.org/10.1037/0033-2909.118.3.405

Yzerbyt, V. Y., Muller, D., & Judd, C. M. (2004). Adjusting researchers' approach to adjustment: On the use of covariates when testing interactions. *Journal of Experimental Social Psychology, 40*(3), 424–431. https://doi.org/10.1016/j.jesp.2003.10.001

Mar. 29: Mediation and Moderation II

Bullock, J. G., Green, D. P., & Ha, S. E., (2010). Yes, but what's the mechanism? (Don't expect an easy answer). *Journal of Personality and Social Psychology, 98*(4)*,* 550–558. https://doi.org/10.1037/a0018933

MacKinnon, D. P., Krull, J. L., & Lockwood, C. M. (2000). Equivalence of the mediation, confounding and suppression effect. *Prevention Science 1*(4)*,* 173–181. https://doi.org/10.1023/a:1026595011371

Westfall, J., & Yarkoni, T. (2016). Statistically controlling for confounding constructs is harder than you think. *PLOS ONE, 11,* e0152719. https://doi.org/10.1371/journal.pone.0152719

Wysocki, A. C., Lawson, K. M., & Rhemtulla, M. (2022). Statistical control requires causal justification. *Advances in Methods and Practices in Psychological Science, 5*(2), 25152459221095823. https://doi.org/10.1177/25152459221095823

Apr. 5: Dyadic Data Analysis and the Social Relations Model

Stas, L., Kenny, D. A., Mayer, A., & Loeys, T. (2018). Giving dyadic data analysis away: A user-friendly app for actor–partner interdependence models. *Personal Relationships, 25*(1), 103–119. https://doi.org/10.1111/pere.12230

Ledermann, T., & Kenny, D. A. (2012). The common fate model for dyadic data: Variations of a theoretically important but underutilized model. *Journal of Family Psychology, 26*(1), 140–148. https://doi.org/10.1037/a0026624

Ledermann, T., & Macho, S. (2014). Analyzing change at the dyadic level: The common fate growth model. *Journal of Family Psychology, 28*(2), 204–213. https://doi.org/10.1037/a0036051

Back, M. D., & Kenny, D. A. (2010). The social relations model: How to understand dyadic processes. *Social and Personality Psychology Compass, 4*(10), 855–870. https://doi.org/10.1111/j.1751-9004.2010.00303.x

Apr. 12: New Methods: Text, Geography, and Social Media

Chung, C. K., & Pennebaker, J. W. (2019). Textual analysis. In H. Blanton, J. M. LaCroix, & G. D. Webster (Eds.), *Measurement in social psychology* (pp. 153–173). New York: Routledge. https://www2.psych.ubc.ca/~schaller/528Readings/ChungPennebaker2019.pdf

Kennedy, B., Ashokkumar, A., Boyd, R. L., & Dehghani, M. (2022). Text analysis for psychology: Methods, principles, and practices. In M. Dehghani & R. L. Boyd (Eds.), *Handbook of language analysis in psychology* (pp. 3–62). The Guilford Press. https://osf.io/preprints/psyarxiv/h2b8t

Chan, M. S., Morales, A., Farhadloo, M., Palmer, R. J., & Albarracín, D. (2019). Social media harvesting. In H. Blanton, J. M. LaCroix, & G. D. Webster (Eds.), *Measurement in social psychology* (pp. 228–264). New York: Routledge. https://www2.psych.ubc.ca/~schaller/528Readings/Chan2019.pdf

Marrouch, N., & Johnson, B. T. (2019). Geocoding: Using space to enhance social psychological research. In H. Blanton, J. M. LaCroix, & G. D. Webster (Eds.), *Measurement in social psychology* (pp. 201–227). New York: Routledge.

Ebert, T., Götz, F. M., Mewes, L., & Rentfrow, P. J. (2022). Spatial analysis for psychologists: How to use individual-level data for research at the geographically aggregated level. *Psychological Methods*. https://doi.org/10.1037/met0000493

Apr. 19: Social Networks Analysis and Research Synthesis

Clifton, A. D., & Webster, G. D. (2017). An introduction to social network analysis for personality and social psychologists. *Social Psychological and Personality Science, 8*(4), 442–453. https://doi.org/10.1177/1948550617709114

Broda, M. D., Granger, K., Chow, J., & Ross, E. (2023). Using social network analysis in applied psychological research: A tutorial. *Psychological Methods, 28*(4), 791–805. https://doi.org/10.1037/met0000451

Webster, G. D. (2019). Meta-analysis: An introduction. In J. E. Edlund & A. L. Nichols (Eds.), *Advanced research methods for the social sciences* (pp. 346–367). New York: Cambridge University Press.

Curran, P. J., & Hussong, A. M. (2009). Integrative data analysis: The simultaneous analysis of multiple data sets. *Psychological Methods, 14*(2), 81–100. https://doi.org/10.1037/a0015914

The Fine Print: UF Course Syllabus Policies and Resources

Online Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results.

Honor Pledge

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to

a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room/Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. (website)

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. (website)

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. (website)

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. (website)

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: Distance Learning Student Complaint Process (webpage