

# Psychology 315:

## Laboratory in Personality Psychology

*Fall 2024, Hilles 12, Wednesday, 11:30am-1pm*

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### Professor

- Jennifer Pals Lilgendahl
- Office: Sharpless 422
- Student hours (time to meet with me and ask questions): TBA (and by appt.)
- Contact info: jlilgend@haverford.edu

### Course Description

This course is intended to provide hands-on training in how to conduct research in the field of personality psychology. Through lab activities and two class projects, students will learn about important methodological issues within the study of personality, including measurement, reliability and validity, different modes of data collection and how to collect, analyze, and interpret personality data. Special attention will be given to a) different kinds of self-report data, including scales and narratives, and b) multivariate statistical analyses, which are useful for testing complex hypotheses about personality processes.

### Readings

There is no assigned textbook for this course. The readings for this course include:

- Select journal articles chosen to highlight various methodologies and methodological issues in personality research. These articles will be available on Moodle.
- Articles found during the process of conducting literature reviews for projects.

### Course Requirements and Grading

Your final grade in this course will be determined by the following graded components, along with an overall assessment of your participation in lab (see below). I will first calculate a grade based on the following components and then I will decide whether to adjust your grade up or down a step (or keep it as is) based on your effort, attendance, and participation (see below).

- Project #1 Paper – APA-style Results and Discussion = 30%
- Group Presentation on Project #2 = 15%
- APA-style final paper on Project #2 = 35%
- Participation – attendance, effort, engagement = 20%

### Lab Participation

This is a very “hands-on” and group-oriented course that requires consistent attendance. Therefore, attendance is mandatory except when conflicts are discussed ahead of time. The evaluation of lab participation will be based on attendance, involvement in and preparedness for weekly activities, the effort you put into preparing for lab meetings each week, and your effort toward and contribution to your group project.

### Project #1: Class Project – Using Multiple Regression Analysis to examine Multivariate Hypotheses

The first of the two research projects you will conduct in this class will be a class project that we develop and conduct together as a class, using data from my longitudinal study, the Identity Pathways Project. We will develop the hypotheses together and analyze the data together in lab (details forthcoming). Your individual responsibility will be to write the Results and Discussion section of an APA-style paper. The purpose of this project will be to learn about using multiple regression analysis to examine the unique and dynamic/interactive contributions of the big five traits to explaining life outcomes.

### Project #2: Class/Group Project – Narrative Coding

The second half of the course will be devoted to learning about narrative coding as a unique methodology in personality psychology. Project #2 will involve developing an online survey together as a class that includes narratives, trait measures, and other life factors of interest to the class. You will then break into groups of 3-4 students and develop specific hypotheses that involves narratives and can be tested with the survey data we collect. As a group, you will submit a brief write-up of your proposed hypothesis, code narratives and analyze your data together (in and out of class), and do a presentation on your results. As an individual, you will write your own APA style paper on the project focusing on your group's hypothesis, which will be your final assignment for the class.

### Course Policies

- Attendance: This is a lab course that meets once a week – therefore, attendance is mandatory! If you have a major conflict or feel sick, please let me know ahead of time; I will certainly be understanding and work with you under these circumstances. Obviously, the pandemic may impact attendance, and we will of course follow college guidance in these circumstances and work through potential challenges as they arise (e.g., students or myself tests positive or must quarantine). Covid issues aside, attendance is critically important, and failing to attend without prior communication with me will have a detrimental effect on your final grade.
- Masking policy: In this small class, we will be mask-optional/mask-friendly.
- Late work/extensions: I expect work to be done on time and believe that it is in your best interest to meet deadlines whenever possible. However, I also understand that life throws us unexpected challenges and stress sometimes. If you anticipate difficulties with meeting deadlines please communicate with me as early as possible; I will be less understanding if you wait to communicate until after a deadline has passed. I am here to support you and help you be as successful as possible in this class, and communication is an important first step!

### Accommodations for Disabilities

I am committed to partnering with you on your academic and intellectual journey. I also recognize that your ability to thrive academically can be impacted by your personal well-being and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Multicultural Affairs, the GRASE Center, and the Dean's Office. Additional information can be found at <https://www.haverford.edu/deans->

office-student-life/offices-resources.

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please contact the Office of Access and Disability Services (ADS) at [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu). The Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing. Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

*It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability Services and then must speak to me. Other class members need to be aware that this class may be recorded.*

#### Title IX College Statement

Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Haverford's policies, whether they occur on or off campus. Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the Bi-College Title IX

Coordinator: <https://www.haverford.edu/users/ktaylor4>

Information about the College's Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College's website: <https://www.haverford.edu/sexual-misconduct>

## PERSONALITY LAB SCHEDULE

DATE	TOPIC	READINGS	ACTIVITIES/PROJECTS
9/4	Overview of Course		
9/11	Self-Report Personality Scales – Scoring, Reliability, Basic Correlations /Overview of IPP Project	McDonald (2008)	Review basics of Jamovi -- analyze scale data
9/18	Multiple Regression Analysis – Conceptual and Methodological Perspectives	Melendez (2019); Tsukawaki & Imura (2021)	Learn how to run a multiple regression analysis in Jamovi / Brainstorm hypotheses for Project #1 – class and informal homework
9/25	Project #1: Implementing Multiple Regression in IPP Data Set / Go over how to write paper for Project #1		Review class-generated hypotheses / Run analyses for Project #1
10/2	Continue working on Project #1 – answer questions		<b><u>Project #1 Paper due by 11:59 pm on Sunday, 10/8 (Moodle upload)</u></b>
10/9	Mediation and Moderation – Conceptual and Methodological Perspectives	TBA	Generate mediation and moderation hypotheses in small groups and practice testing in Jamovi
	<b>**Fall Break**</b>		
10/23	Quantifying Qualitative Self-Reports: Intro to Narrative Coding / Overview of Project #2	Adler et al (2017)	Narrative coding exercise / calculating reliability
10/30	Traits and Narratives – Interrelations Between Two Forms of Self-Report	TBA	Narrative coding exercise, continued
11/6	Project #2 – Overview and group work		Meet in groups – start working on topic and research questions/hypotheses; conduct lit review <b><u>Project #2 Hypotheses/Rationale (one submission for group) due by Monday, 11/11 at 11:59 pm</u></b>
11/13	Project #2 group work / Discuss details of final paper (can start writing Intro and Method)		Finalize all hypotheses and methods; Jen will get data prepared over next week
11/20	Project #2 group work continued		Narrative coding– start in class and continue over next week
11/27	<b>Thanksgiving week – no class</b>		Continue with narrative coding
12/4	Project #2 group work		Data analysis / prepare presentations
12/11	<b>Group Presentations</b>		
	<b>Project #2 Papers due Friday, 12/13 at 11:59 pm</b>		