

PSY 316 Research Methods in Psychology

PSY 316 Research Methods in Psychology
Pace Spring- April 14- June 16, 2017

Instructor: Abby Halston, Ed.D, NCC, LMFT
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Room: Schofield 227
Time: 5:30-9:30 pm
Office Hours: By Appointment

Catalog Course Description

This course provides an introduction to quantitative research methodology and design. Topics covered include the research process, measurement, sampling, ethics in social research, survey, experimental and field research. As one of the requirements for this course, students will complete a research proposal.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcome of the Scientific Method and its Application in the Field of Psychology and Applied Psychology.

Course Description

This course assists the student in learning and applying the scientific method to an area of research investigation by providing them with an opportunity to create and develop their own personal research proposal. The proposal will include abstract, literature review, methodology, statistical analysis and discussion sections.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The objectives, strengths, and limitations of scientific inquiry.
2. The differences between scientific versus non-scientific approaches to knowledge.
3. Ethical implications of scientific research.
4. Different research methods and designs used in the behavioral and social sciences.
5. Measurement, the measurement process, and the related issues of reliability and validity.
6. Developing a research proposal related to the study of psychological or social-cultural issues.
7. Conducting a literature review and demonstrating the ability to use online and library sources to obtain research information.
8. Communicating clearly in writing and following guidelines of A.P.A. for preparing manuscripts.
9. Managing data in SPSS and conducting and interpreting statistical tests.
10. How the Five Marianist Educational Values are integrated into the course.

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Textbook

Cozby, P. & Bates, S. (2015) *Methods in Behavioral Research* (12th Ed.). McGraw Hill Education

Optional book for this course: The Publication Manual of the American Psychological Association 6th edition- ISBN: 9781433805615

Course Requirements

- 1. Attendance: Please utilize the sign-in sheet- 10 @ 10 points each class session**
Each student is expected to attend all 10 class sessions. Class activities are designed to complement information in the text and to receive credit for participation each student will need to contribute to the class discussions and engage in group activities. It is important that you plan ahead and be prepared by completing the weekly assigned chapter reading assignments. Please inform instructor if you will be missing a class session by email or phone.
- 2. Midterm and Final exam: 25 points each**
Multiple choice midterm (Chapters 1-7) and final exam (Chapters 8-14)
- 3. Journal article reviews: 4 @ 15 points**
You will complete 4 journal article review templates provided by instructor that provides analysis of a current article that addresses a specific problem within your field of interest. Sources may only be taken from peer reviewed scholarly journals.

Finding journal articles-

Academic Psychological Journals may be accessed through our Chaminade Library.

- 1- Chaminade.edu, Click on Academics tab
- 2- Click on Library, enter your Chaminade account information

Library tutorials may be found at:

<http://www.chaminade.edu/library/howto-tutorials.php>

Chaminade Research Help links may be found at:

http://www.chaminade.edu/library/howto-start_research.php

- 4. Draft proposal sections- 10 points each**
 - Introduction
 - Research problem statement
 - Methods
 - Survey for data collection
- 5. Research proposal paper: 1@ 100 points**
You will prepare a research proposal addressing a specific problem of interest within your field of interest. Your proposal will consist of a title page, abstract, introduction, method, survey, and reference pages formatted in APA 6th edition. You will present your research proposal in a 10 slide APA formatted PowerPoint presentation (excluding title and reference slides). Your presentation should review your proposal for 8-10 minutes.

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APA Formatting and citation-

For this paper you are required to use APA formatting and citation. You may purchase the optional book for this course: The Publication Manual of the American Psychological Association 6th edition- ISBN: 9781433805615

OR

Utilize Purdue University Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/560/01>

This free access online site is a user friendly site with links to answer all APA questions and provide formatting and citation examples.

Assessment

1. Attendance- 10 @ 10 points possible = 100 points
2. Midterm and Final exam= 25 points each= 50 points
3. Journal article reviews- 4 @ 15 points each= 60 points
4. Draft proposal sections- 4@10 points each= 40 points
5. Research proposal paper- 1 @ 100 points= 100 points

Total= 350

Grading

A = 90%-100%

B =80%-89%

C =70%-79%

D =60%-69%

F =<60%

Late work is accepted up to one-week post assignment due date at a 50%-point deduction

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade University by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or University official. Academic dishonesty may include theft of records or examinations, alteration of grades and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean and may range from an "F" grade for the work in question to an "F" grade for the course to suspension or dismissal from the University.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of

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investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Attendance

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Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than two weeks of classes may lead to a grade reduction for the course. Any absence of three weeks or more must be reported to the Associate Provost and the Records Office by the instructor and may result in a failing grade.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together,

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one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

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Tentative Course Schedule

Date	Lecture	Assignments due to Instructor's email by 5:30pm on the date listed. Assignments should be clearly identified in subject line.
Week 1- April 14, 2017	Chapter 1 Review of Research topics	
Week 2- April 21, 2017	Chapters 2 & 3	
Week 3- April 28, 2017	Chapter 4 & 5	Journal article review #1 Research Problem Statement Due- research question, hypothesis, and prediction statement.
Week 4- May 5, 2017	Chapters 6 & 7	Journal article review #2
Week 5- May 12, 2017	Chapter 8	Introduction Due- How problem has been investigated and how past research/theories have been applied to the identified problem. Midterm In-class
Week 6- May 19, 2017	Chapters 9 & 10	Research article review #3 Survey Due -
Week 7- May 26, 2017	Chapters 11 & 12	Journal article review #4 Methods Due – How the research was conducted; the characteristics of the participants, how this sample population was chosen, procedural steps of the research process, and description of the testing materials/ assessments or intervention that was utilized.
Week- 8 June 2, 2017	Chapter 13	Research proposal paper and PPT due June 4, 2017 @ 11:59pm
Week 9- June 9, 2017	Chapter 14	Final In-class
Week 10- June 16, 2017	Research proposal in-class presentation	