


PSY 316 Research Methods in Psychology

CJ/PSY 316-01-1 Research Methods in Psychology

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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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Required Textbook and SPSS access

Cozby, P. & Bates, S. (2018) *Methods in Behavioral Research* (13th Ed.). McGraw Hill Education

Statistical Package for the Social Sciences (SPSS)- **Student software package- Base SPSS**
www.thinkedu.com/bn or Chaminade Library computers are available for free SPSS

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

Course Requirements

1. Attendance: 30 @ 3 points per class

Each student is expected to have on-time attendance for all 30 class sessions. Class activities are designed to complement information from our 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 completed the weekly assigned chapter readings.

2. Weekly Chapter Quizzes- 14 @ 12.5 points each

Each chapter quiz will review the content from the chapter reading assignment.

3. Midterm and Final exam: 50 points each

Multiple choice midterm (Chapters 1-7) and final exam (Chapters 8-14).

4. Illustrative article reviews: 10 @ 5 points each

Selected chapters will have selected article from the professional literature that demonstrates and illustrates the content presented. Key discussion questions provide applied, critical thinking, and summative learning.

5. Article Reviews for Research Proposal- 4 @ 5 points each

You will be given an article template to complete article review about your chosen topic.

6. Unit Exercises- 9 @ 10 points each

Selected units will have exercises to help to retain previously learn knowledge, demonstration of content factual knowledge, apply knowledge to actual situations, analysis of ideas into simpler parts, synthesis of ideas into a new solution, or evaluation of evidence.

7. Research proposal paper/presentation = 1 @ 200 points

You will prepare a research proposal addressing a specific problem of interest within your field of interest.

The research proposal will consist of the following sections:

- **Title page**
- **Abstract:** Very clearly posed abstract that provides a summary of the research report that includes the hypothesis, the procedure, and projected results in 120 words or less.

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- **Literature Review**
 - ✓ **Background information** (how problem has been investigated and how past research and theories have been applied to the identified problem)
 - ✓ **Statement of the problem** (research question, hypothesis, and prediction statement)
- **Methodology** (you must justify your choices using the literature to support your claims and rationale)
 - ✓ Operational definitions
 - ✓ Subject Description (the proposed characteristics of the participants, how this sample population will be chosen)
 - ✓ Procedures (procedural steps of the research process, how the research will be conducted; and description of the proposed testing materials/ assessments or intervention that will be utilized)
 - ✓ Study Survey Instrument- example of what will be used to collect information
 - ✓ Statistical analysis that will be performed with fake collected data

Reference page (no less than 5 peer-reviewed journal articles)

- This Research Proposal must be formatted using APA style 6th edition.
- Refer to Research Proposal rubric to view the expectations of this assignment.

Electronic Presentation

You will upload your research proposal in an electronic presentation program. Your presentation should review your proposal for 8-10 minutes and review your research proposal.

Assessment

1. Attendance: 30 @ 3 points each= 90 points possible
2. Weekly chapter quizzes: 14 @ 12.5= 175 points possible
3. Midterm and Final exam: 50 points each= 100 points possible
4. Illustrative article reviews: 10 @ 5 = 50 points possible
5. Unit Exercises: 9 @ 10 points = 100 points possible
6. Article reviews- 4 @ 5 points possible = 20 points possible
7. Research proposal paper: 1 @ 200 points possible

Total= 645 points possible

Grading

A = 90%-100%

B =80%-89%

C =70%-79%

Late work will not be accepted. All assignments will lock upon due date.

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.

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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 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

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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>

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.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a confidential source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | 808.735.484

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Tentative Course Schedule

Date	Lecture	Assignments due to Canvas	Due Date By 11:59pm
Week1- January 16, 2018	Overview of Syllabus		
Week 1- January 18, 2018	Chapter 1	Chapter 1 Quiz Research Course Requirements	January 24, 2018
Week 2- January 23, 2018	Chapter 2		
Week 2- January 25, 2018		Chapter 2 quiz Library Exercise Illustrative Article: Laptops in Class	January 29, 2018
Week 3- January 30, 2018	Chapter 3		
Week 3- February 1, 2018	Ethics Videos	Chapter 3 Quiz Research Ethics Questions Exercise Illustrative Article: Replication of Milgram	February 5, 2018
Week 4- February 6, 2018	Chapter 4		
Week 4- February 8, 2018		Chapter 4 Quiz Illustrate Article- Studying Behavior Variables Exercise	February 12, 2018
Week 5- February 13, 2018	Chapter 5		
Week 5- February 15, 2018		Chapter 5 Quiz Illustrative article: Measurement concepts Construct Validity Exercise	February 19, 2018
Week 6- February 20, 2018	Chapter 6		
Week 6- February 22, 2018		Chapter 6 Quiz Illustrative Article: Observational Methods Observation Exercise	February 26, 2018
Week 7- February 27, 2018	Chapter 7	Chapter 7 Quiz Illustrate Article: Conducting Experiments- Alcohol Use	March 5, 2018
Week 7- March 1, 2018	Midterm Exam	Chapters 1-7	
Week 8 – March 6, 2018		Student Conferences- Planning Design workshop	
Week 8- March 8, 2018		Student Conferences- Planning Design workshop	

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Week 9- March 13, 2018	Chapter 8		
Week 9- March 15, 2018		Chapter 8 Quiz Pepsi Taste Experiment Exercise Article reviews Due	March 19, 2018
Week 10- March 20, 2018	Chapter 9		
Week 10- March 22, 2018		Chapter 9 Quiz Illustrative article – bicycle helmets Manipulation Design Experiment	March 26, 2018
Week 11- March 27, 2018 Week 11- March 29, 2018	Spring Break		
Week 12- April 3, 2018	Chapter 10		
Week 12- April 5, 2018		Chapter 10 Quiz Illustrative article- Complex Designs Experiment Design Exercise	April 9, 2018
Week 13- April 10, 2018	Chapter 11		
Week 13- April 12, 2018		Chapter 11 Quiz Illustrate Article: A Longitudinal Study Research Introduction Lab	April 16, 2018
Week 14- April 17, 2018	Chapter 12		
Week 14- April 19, 2018		Chapter 12 Quiz – Research Methodology Lab	April 23, 2018
Week 15- April 24, 2018	Chapter 13	Chapter 13 Quiz Statistical Decisions Exercise SPSS LAB	May 1, 2018
Week 15- April 26, 2018	Chapter 14	Chapter 14 Quiz Illustrate Article: Generalizing Results	May 1, 2018
Week 16- May 1, 2018	Proposal Presentations		
Week 16- May 3, 2018	Proposal Presentations		
Week 17- May 8, 2018- Tuesday	FINAL EXAM	8:30-10:30am	Chapters 8-14