



Research Methods in Psychology Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Waiālae Avenue - Honolulu, HI 96816

Chaminade University OF HONOLULU

Course Number: PSY 316

Course Title: Research Methods in Psychology

Department Name: Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Spring 2024 Day Undergraduate

Course Credits: 3

Class Meeting Days: Tuesdays and Thursdays

Class Meeting Hours: 8:30 to 9:50am

Class Location: Sullivan Library 102

Instructor Name: Abby Halston, Ed.D, NCC, LMFT

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Office Telephone: 808-739-4641

Office Location: Behavioral Sciences #111A

Office Hours: By appointment

University Course Catalog 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.

Course Overview

This course is an intensive introduction to different methodologies used in psychological research. Topics will include descriptive, correlational, experimental, quasi-experimental, and non-experimental approaches. We will also cover ethics in research, hypothesis testing, validity, reliability, scales of measurement, questionnaire development, and statistical significance. Furthermore, students will experience using online databases to search for articles, reviewing past literature, collecting data, interpreting the results, as well as presenting their studies and findings through research proposals and reports using APA style.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Psychology Program Learning Outcomes (PLO)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLO)

At the completion of this course, students will be able to:

1. Verbalize the objectives, strengths, and limitations of scientific inquiry (PLO2).
2. Identify ethical issues in psychological research and potential sources of ethical violations when conducting research (PLO2).
3. Critique research methodologies including stages of conducting research and threats to reliability and validity (PLO2).
4. Develop hypotheses and utilize research methodologies that can be tested through a research proposal design project (PLO3).

Articulation of Characteristics and Values

While all five characteristics are present in this course, we will pay particular attention to “education for service, justice, and peace.” This course will demonstrate methods for incorporating complex questions of equality, fairness, and social justice within the framework of research in the behavioral sciences. You will demonstrate your understanding of these approaches through assignments, reading reflections, and the creation of research proposal.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	3	3	3	3
Program Learning Outcomes	2	2	3	3

Course Prerequisites

In addition to the course pre-requisites (EN 102 and PSY 101), students should have reliable access to the Internet in order to complete the coursework in Canvas. Additionally, students should have strong time-management skills. If you find that you are having difficulty progressing through this course in our Flex course structure, I recommend that you reach out to an advisor by emailing flex@chaminade.edu.

Required Learning Materials

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

<https://chaminade.instructure.com/>

Hardware Requirements

Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements

You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users

Search for help on specific topics or get tips in [Canvas Students](#)

[Live chat with Canvas Support for students](#)

Canvas Support Hotline for students: +1-833-209-6111

Watch this [video to get you started](#)

[Online tutorials](#): click on “Students” role to access tutorials

Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website

(<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment.

Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

Total possible points = 314 points

Letter Grade	Range
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-0%

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F - Failed to grasp the minimum subject matter; no credit given

Course Policies

Late Work Policy

All assignment will be due in canvas by 11:59 pm on the due dates specified in this syllabus. Late submissions of assignments will be accepted until the last day of class. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.

Grades of “Incomplete”

A student in good standing in a course, may petition to the instructor for an “I” grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the “I” must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an “I” is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with the Office of Student Success before the end of the drop/add period.

Writing Policy

Assignments in this course will be written using APA formatting.

APA formatting tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Lynette Teruya, Librarian Lynette.teruya@chaminade.edu 808-739-4680	Available to assist with literature searches as well as answer questions regarding research
The Purdue Owl https://owl.purdue.edu/owl/purdue_owl.html	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author	Grammar Girl provides short, friendly tips to improve your writing. Named one of Writer's Digest's 101 best websites for writers multiple times.

Citations and References

Any assignments that includes cited research should include a Reference page, listing your full source/references. Examples of references in APA format:

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else’s words. If you use someone’s words verbatim, you will have to use quotation marks and in parenthesis note the author’s last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote: “Past research has indicated that “becoming parents heightens couples’ awareness of their identity intersections and they turn towards mutually supporting each other” (Iwamoto, 2020, p. 121).
- If you paraphrase or just report on what you’ve read of someone’s publication, use the parentheses but omit the page number.
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition. The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

It is expected that you will be active on Canvas and complete all of the required assignments and exams by the last day of this class.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. 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.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage:
<https://chaminade.edu/current-students/>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Assessments/Assignments

Weekly Chapter Quizzes/Final Exam- (122 points)

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

Final exam that reviews chapter concepts, lecture content, and class exercises.

Research Article Reviews- (82 points)

Students will critically review a recent peer-reviewed article related to their research proposal topic in counseling psychology. Through discussion posts, they will refine their research focus, evaluate methodologies, identify gaps in the literature, and engage with peers to strengthen their final proposal.

Chapter Exercises (50 points)

Select chapters will have application of the textbook knowledge

Research proposal paper/presentation (60 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.
- **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 8 peer-reviewed journal articles)

- This Research Proposal must be formatted using APA style 7th edition.
- Refer to Research Proposal rubric to view the expectations of this assignment.

Electronic Presentation

You will upload your 15 minute research proposal in an electronic presentation program.

Tentative Course Schedule

Week	Tuesday	Thursday	Due Canvas Sundays by 11:59pm
1	Jan 7 Introduction to Course	Jan 9 Chapter 1 Lecture	January 12 Chapter 1 Quiz Research Course Discussion
2	Jan 14 Chapter 2 Lecture	Jan 16 Group work: research proposal drafting	January 19 Chapter 2 Quiz Journal Article Review: Refining Your Research Proposal
3	Jan 21 Chapter 3 Lecture	Jan 23 Ethics Exercise	January 26 Chapter 3 Quiz Research Ethics Questions Exercise Journal Article Review: Refining Your Research Proposal
4	Jan 28 Lecture Chapter 4	Jan 30 Group work: Hypothesis & Operational Definition	February 2 Chapter 4 Quiz Journal Article Review: Refining Your Research Proposal
5	Feb 4 Lecture Chapter 5	Feb 6 Group work: Valid and Reliable scales	February 9 Chapter 5 Quiz Article Review: Refining Your Research Proposal

6	Feb 11 Lecture Chapter 6	Feb 13 Group work: Systematic Observation	February 16 Chapter 6 Quiz Journal Article Review: Refining Your Research Proposal Discussion exercise: Observation in Field Experiments
7	Feb 18 No Class	Feb 20 No Class	February 23 Chapter 7 Quiz Question Wording Exercise Journal Article Review: Refining Your Research Proposal
8	Feb 25 Chapter 8 Lecture	Feb 27 Group work: Experimental Design construction	March 2 Chapter 8 Quiz Experiment Exercise: Pepsi Taste Test Journal Article Review: Refining Your Research Proposal
9	March 4 Chapter 9 Lecture	March 6 Group Research work- Problem Statement Guiding theory	March 9 Chapter 9 Quiz Journal Article Review: Refining Your Research Proposal Discussion exercise: Debriefing the Asch Experiment
10	March 11 Chapter 10 Lecture	March 13 Group work: Procedural Method	March 16 Chapter 10 Quiz Journal Article Review: Refining Your Research Proposal Exercise- Experimental Design
11	March 18 Spring Break No Class	March 20 Spring Break No Class	
12	March 25 Chapter 11 Lecture	March 27 Chapters 12 Lecture	March 30 Chapter 11 & 12 Quizzes Journal Article Review: Refining Your Research Proposal Describing Correlational Coefficients
13	April 1 Chapter 13 Lecture	April 3 Group work: Statistical Analysis	April 6 Chapter 13 Quiz Exercise: Statistical Design
14	April 8 Research Posters	April 10 Research Posters	April 13 Chapter 14 Quiz Final Proposal and Presentation
15	April 15 Student Presentations	April 17 Student Presentations	
16	April 22 Student Presentations	April 24 Student Presentations	
17	April 29 Final Tuesday 8:30-10:30am		

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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