



Psychology

School of Education and Behavioral Sciences

PSY 315-FLEX

Credits: #3 Section: #315-90-9 Term: Fall 2025

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

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Office Location: Behavioral Sciences 111A

Office Hours: By appointment

Communication

I will respond to emails within 24 hours. If you leave me a question in an assignment comment in the Canvas classroom, I will need up to 48 hours to respond because Canvas sends me a notification that a comment has been made once a day. I will respond as quickly as possible.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences Building

Phone: (808) 739-4641

If you have questions regarding the Psychology/Criminal Justice Department, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course provides an introduction to the methods and rules for organizing and interpreting observations; descriptive and inferential statistics, including frequency distributions, hypothesis testing, simple analysis of variance, estimation, and the Chi-Square.

Co-requisites/Pre-Requisites: EN 102 and PSY 101



Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 37.5 hours in class, 45 hours reading course material, 45 hours completing quizzes, chapter exercises and using SPSS, and 7.5 hours participating in communities of practice and other course activities.

Required Materials

Course text: Salkind, Statistics for People Who (Think They) Hate Statistics 7e

Course Companion site: <https://edge.sagepub.com/salkindfrey7e/student-resources>

SPSS Statistical Software: The "Statistical Package for the Social Sciences" (SPSS) software will be used for analyzing & interpreting quantitative data.

Recommended Items

Students should have reliable access to the Internet in order to complete the coursework in Canvas. Additionally, students should have strong time-management skills.

Canvas (<https://chaminade.instructure.com/>)

Canvas will be used for accessing course materials, submitting assignments, taking quizzes, and receiving course announcements and feedback.

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 cstechsupport@chaminade.edu or (808) 735-4855.



Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Psychology program, the student will be able to:

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 (CLOs)

Upon completion of CJ/PSY 315, the student will be able to:

1. Explain the difference between populations and samples, and what is associated with each in terms of research issues and statistical techniques (PLO 2).
2. Create and present visual presentations and interpretations of data in graph and table form (PLO 3).
3. Utilize SPSS in data entry, coding of variables, performing statistical functions, and producing output for analysis (PLO 2).
4. Apply the scientific method to assess relationships between variables and hypothesis testing (PLO 2).

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



CJ/PSY 315 Behavioral Science Statistics is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Psychology and, in particular, Evolutionary Psychology. Evolutionary Psychology seeks to identify and understand how human traits (e.g., cognition and behaviors) have adapted to environmental challenges since our earliest ancestors. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our discussions and in our capstone project, where we will look at how our ability to adapt to environmental challenges influence our perception of success in our lives.

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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	5	5	5	5
PLOs	2	2	2	1



CLO 1 CLO 2 CLO 3 CLO 4

Native Hawaiian Values 5 5 5 5

Course Activities

Chapter Quizzes

18 chapter quizzes (135 points total): Each week students will complete practice chapter quizzes on our Canvas LMS. These quizzes will help students master the concepts covered in each chapter and prepare for more complex statistical applications.

Chapter Exercises

Chapter exercises (85 points total): These exercises will increase student comprehension, application, analysis, synthesis, and evaluation of the chapter content. Students will gain hands-on experience with statistical concepts and SPSS software.

Communities of Practice

Communities of Practice participation (10 points): Students will participate in online communities of practice where they can engage with fellow students, faculty, and alumni on current topics related to behavioral sciences statistics. Documentation of meaningful participation is required.

SPSS Assignments

Students will learn to use SPSS statistical software for data analysis throughout the course. Assignments will include data entry, variable coding, statistical function performance, and output interpretation. These skills are essential for research in the behavioral sciences.

Scientific Method Applications

The scientific method will be emphasized throughout the course as students learn to assess relationships between variables and test hypotheses using statistical techniques. Understanding the philosophy and application of science is central to the course.



Course Policies

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

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.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Total possible points = 240 points



Important Information

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 by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

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 of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

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.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).



The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2-3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.



Kōkua 'Ike: Tutoring & Learning 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 for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Tutor.com. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > Tutor.com For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates

Week	Theme	Readings	Assignments Due
1	Introduction to Statistics	Ch 1: Statistics or Sadistics?	Milestone #1 Student Intro Ch 1 Quiz
2	Frequency Distributions	Ch 2: Means to an End, Ch 3: Vive la Différence	Ch 2-3 Quizzes, SPSS Introduction
3	Measures of Central Tendency	Ch 4: A Variance in That Covariance, Ch 5: For Nominal Purposes	Ch 4-5 Quizzes, Central Tendency Exercise
4	Probability and Distributions	Ch 6: Hypotheticals and You	Ch 6 Quiz, Probability Exercise
5	Sampling and Estimation	Ch 7: Sampling Error and You, Ch 8: Significance, Power, and Sample Size	Ch 7-8 Quizzes, Sampling Exercise
6	Testing Hypotheses	Ch 9: Significantly Significant	Ch 9 Quiz, Hypothesis Testing Exercise
7	Correlation	Ch 10: Only the Lonely	Ch 10 Quiz- Milestone 2 Correlation Exercise
8	Regression	Ch 11: Predicting Who'll Win	Ch 11 Quiz, Regression Exercise

Week	Theme	Readings	Assignments Due
9	t-Tests	Ch 12: Testing, 1, 2, 3	Ch 12 Quiz, t-Test Exercise
10	Between-Subjects ANOVA	Ch 13: ANOVA with an F	Ch 13 Quiz, ANOVA Exercise
11	Within-Subjects ANOVA	Ch 14: Two-Way ANOVA	Ch 14 Quiz, 2-Way ANOVA Exercise
12	Repeated Measures ANOVA	Ch 15: Cousins or Just Good Friends?	Ch 15 Quiz, Repeated Measures Exercise
13	Nonparametric Statistics	Ch 16: Nonparametric Statistics	Ch 16 Quiz, Nonparametric Exercise
14	Multivariate Statistics	Ch 17: Research in Real Life	Ch 17 Quiz, Communities of Practice
15	Statistics in Context	Ch 18: A Statistical Software Sampler	Ch 18 Quiz, SPSS Final Project

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
Nick Wong, Librarian (Nick.Wong@chaminade.edu, 808-739-4680)	Available to assist with literature searches as well as answer questions regarding research



Resource

Service(s) Provided

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

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.

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.

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.

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.