



PSY316: Research Methods in Psychology

Henry Hall 104 T/Th 10:00AM-11:20AM

Credits: 3

Section: PSY-316-01-1

Term: Spring 2026

Instructor Information

Instructor: Allison Chang, MSCP

Email: allison.chang@chaminade.edu

Virtual Office Hours: By Appointment

Course Description & Materials

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.

Time Allocation

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.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 37.5 hours in class, 24 hours writing and revising the research proposal paper, 8 hours creating their presentation, and 10.5 hours studying for the final exam. There will be an additional 39 hours of work required beyond what is listed here (course readings, engaging with research: article reviews, IRB Form, etc.). This additional work will average about 3.5 hours per week.

Required Materials

Cozby, P. & Bates, S. (2024) Methods in Behavioral Research (15th Ed.). McGraw Hill Education

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

Hardware Requirements: Canvas and Google Docs are 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.

Learning Outcomes

Psychology Program Learning Outcomes (PLOs)

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)

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).

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcome of Applied Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

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 and utilize Google Docs. Additionally, students should have strong time-management skills.

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 in 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>

Marianist Educational Values

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

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.

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

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.

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.

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.

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

Course Activities

Who Am I? Discussion (5 points)

This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Also, please do not submit an attached document. Submit your response straight to Canvas so we can all access your work easily. Here are some questions that will help guide your response (please note, you are not required to answer these questions directly, they are just provided to help you get started):

- What name would you like to be addressed with? What are your preferred pronouns?
- Does your name have a special meaning?
- What kind of career are you interested in/What would you like to do after you finish college?
- Where were you born?

- If grades were not a factor, how would you know that you did well in this class?
- How do you learn best in class (e.g., lecture, reading, hands-on activities, videos, etc...)? Why?
- What do you like to do in your free time?
- What is something interesting about you that I haven't asked you about yet?

Your response will be submitted in a Canvas Discussion thread. If you choose to submit a video response instead, you can do so using Canvas's submit a video response feature.

CITI Certification (30 points)

You will complete CITI certifications as required by the Chaminade University IRB for all principal investigators (Social & Behavioral Research - Basic/Refresher, Social & Behavioral Responsible Conduct of Research) and turn in your certificates via Canvas.

Weekly Class Discussion Questions and Participation Points (65 points, 87 points)

You shall read each chapter prior to classes in which they will be discussed and turn in 3 discussion questions related to the chapter material or other assigned task. You will also be awarded participation points for attending classes and participating in small and large group discussion.

Engaging with Research: article reviews (120 points)

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

IRB Form (50)

You will complete a draft form proposing your research (as outlined in your proposal paper) to the Chaminade University IRB.

Research Proposal Paper (100)

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.

Research Proposal Presentation (50)

Each student will present their findings to the class on their chosen date. The presentation should be approximately 5-7 minutes in length and be a summary of the Research Proposal paper. Presentations can include any visuals appropriate to your Research Proposal paper which could include slides, graphs, photos, etc. Pick a method that works best for you.

Final Exam (50)

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

Course Policies

Attendance

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. All absences are considered to be unexcused until written

documentation is provided and approved. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

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.

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.

AI Policy

Turnitin's Plagiarism and AI checker will be utilized, AI scores at or above 30% are subject to review and will be flagged for potential meetings with the student. In this class, you will be expected to write all assignments on a Google Doc and to share this document with your instructor.

Citations and References

Any assignments that include 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' 7 awareness of their identity intersections and they turn towards mutually supporting each other" (Doe, 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/>

Final Grades

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

A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

Late work will be accepted although will receive half credit accepted until 5/1 (except the following assignments: Participation 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 is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus 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.

ADA Accommodation Contact Information:

- Student Services Building, Monday-Friday, 8:30am-4:30pm
- Email: ada@chaminade.edu
- Phone: 808-739-7305

Chaminade Counseling Center:

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit:

<https://chaminade.edu/student-life/counselingcenter/counseling-services/>

- Email: counselingcenter@chaminade.edu
- Phone: 808-735-4845.

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 TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Tentative Course Schedule

Week	Tuesday	Thursday	Due Canvas Sundays by 11:59pm
1	1/13 Syllabus & Course Introduction HW: Read Chapter 1	1/15 Class Discussion - Ch. 1	1/18 Who Am I? Discussion (Canvas) Engaging with Research Ch. 2 Discussion Questions
2	1/20 Class Discussion - Ch. 2	1/22 Class Discussion - Ch. 2	1/25 Engaging with Research Ch. 3 Discussion Questions
3	1/27 Class Discussion - Ch. 3	1/29 Class Discussion - Ch. 3 IRB/Research Proposal Work	2/1 Engaging with Research Ch. 4 Discussion Questions
4	2/3 Class Discussion - Ch. 4	2/5 Class Discussion - Ch. 4 IRB/Research Proposal Work	2/8 Engaging with Research Ch. 5 Discussion Questions CITI Certification
5	2/10 Class Discussion - Ch. 5	2/12 Class Discussion - Ch. 5 IRB/Research Proposal Work	2/15 Engaging with Research Ch. 6 Discussion Questions
6	2/17 Class Discussion - Ch. 6	2/19 Class Discussion - Ch. 6 IRB/Research Proposal Work	2/22 Engaging with Research Ch. 7 Discussion Questions
7	2/24 Class Discussion - Ch. 7	2/26 Class Discussion - Ch. 7 IRB/Research Proposal Work	3/1 Engaging with Research Ch. 8 Discussion Questions
8	3/3 Class Discussion - Ch. 8	3/5 Class Discussion - Ch. 8	3/8 Engaging with Research Ch. 9 Discussion Questions

		IRB/Research Proposal Work	
9	3/10 Class Discussion - Ch. 9	3/12 Class Discussion - Ch. 9 IRB/Research Proposal Work	3/15 Engaging with Research Ch. 10 Discussion Questions
Spring Break	3/17	3/19	
10	3/24 Class Discussion - Ch. 10	3/26 No Class	3/29 Engaging with Research Ch. 11 Discussion Questions
11	3/31 Class Discussion - Ch. 11	4/2 Class Discussion - Ch. 11 IRB/Research Proposal Work	4/5 Engaging with Research Ch. 12 Discussion Questions
12	4/7 Class Discussion - Ch. 12	4/9 Class Discussion - Ch. 12 IRB/Research Proposal Work	4/12 IRB Form Ch. 13 Discussion Questions
13	4/14 Class Discussion - Ch. 13	4/16 Class Discussion - Ch. 13	4/19 Research Proposal Paper Ch. 14 Discussion Questions
14	4/21 Class Discussion - Ch. 14	4/23 Student Presentations	4/26 Engaging with Research
15	4/28 Student Presentations	4/30 Student Presentations	
16	Final	5/7 11:00AM-1PM	