



HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

### **Course Syllabus**

[Chaminade University Honolulu](#)

3140 Wai'alaе Avenue - Honolulu, HI 96816

[www.chaminade.edu](#)

**Course Number:** PP7041

**Course Title:** Quantitative Inquiry

**Department Name:** Hawai'i School of Professional Psychology

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

**Term:** Spring 2026

**Course Credits:** 3

**Class Meeting Days:** Tuesday (section I) or Thursday (section II)

**Class Meeting Hours:** 1:00 p.m. – 4:00 p.m.

**Class Location:** Kieffer 6

**Instructor Name:** Jolene Young, PsyD

**Email:** [jolene.young@chaminade.edu](mailto:jolene.young@chaminade.edu)

**Phone:** 808.739-4679

**Office Location:** Brogan 131

**Office Hours:** Mondays 11:00am-1:00pm or by appointment

### **University Course Catalog Description and Overview**

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored.

### **Instructional Contact and Credit Hours**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## **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:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- 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 '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 ('Āina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

## **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.

5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

### **Course Learning Outcomes**

1. Students will identify, analyze, and evaluate quantitative research methods and constructs through course assignments (e.g., single-subject design posters/presentations, research proposals and critique) and the final examination. (Competency 6)
2. Students will articulate key psychometric and statistical constructs (e.g., validity and reliability, statistical power) as evidenced by course assignments (operationalization, single-subject design presentation, research proposals/presentation, an article critique) and the final examination (Competency 6)
3. Students will demonstrate understanding of the ethical principles that are designed to ensure the protection of participants in human research as demonstrated by their completion of the CITI online ethics training and research proposals, including generating a consent form. (Competency 1, 2)
4. Students will demonstrate their understanding of fundamental statistical strategies that are used to analyze data gathered in psychology research as evidenced by their single subject design posters/presentations, class discussions, research proposals, and final exam. (Competency 6)
5. Students will learn single subject research design methodology and how to apply it to clinical cases as evidenced by class discussions and their single subject design posters/presentations. (Competency 6, 8)

### **Required Learning Materials**

#### *Required Textbooks*

Bordens, K.S., & Abbott, B.B. (2022). *Research design and methods: A process approach* (11<sup>th</sup> ed.). New York: McGraw Hill. (B&A)

#### *Required Readings*

American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author.

American Psychological Association (2019). *Publication manual of the American Psychological Association, 7<sup>th</sup> edition*, Washington DC: Author.

Applebaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., and Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA publications and communications board task force report. *American Psychologist*, 73(1), 3-25.

Eigsti, I., Zayas, V., Mischel, W., Shoda, Y., Ayduk, O., Dadlani, M. B., Davidson, M. C., Aber, J. L., and Casey, B. J. (2006). Predicting cognitive control from preschool to late adolescence and young adulthood. *Psychological Science*, 17(6), 478-484.

Kazdin, A. E. (2017). *Research design in clinical psychology* (5<sup>th</sup> ed.). Pearson. (selected content handouts)

Lilienfeld, S. O., Ritschel, L. A., Lynn, S. J., Rautin, R. L., and Latzman, R. D. (2014). Why ineffective psychotherapies appear to work: A taxonomy of causes of spurious therapeutic effectiveness. *Perspectives on Psychological Science*, 9(4), 355-387.

Tate, R. L., McDonald, S., Perdices, M., Togher, L., Schultz, R., and Savage, S. (2008). Rating the methodological quality of the single-subject designs and n-of-1 trials: Introducing the single-case experimental design (SCED) scale. *Neuropsychological Rehabilitation*, 18(4), 385-401.

Tate, R. L., Perdices, M., Rosenkoetter, U., Shadish, W., Vohra, S., Barlow, D. H., Horner, R., Kazdin, A., Kratochwill, T., McDonald, S., Sampson, M., Shamseer, L., Togher, L., Albin, R., Backman, C., Douglas, J., Evans, J. J., Gast, D., Manolov, R., Mitchell, G., Nickels, L., Nikles, J., Ownsworth, T., Rose, M., Schmid, C. H., and Wilson, B. (2017). The Single-Case Reporting guideline In behavioural interventions (SCRIBE) 2016 statement. *Neuropsychological Rehabilitation*, 27(1), 1-15.

Tate, R. L., Perdices, M., Rosenkoetter, U., Wakim, D., Godbee, K., Togher, L., and McDonald, S. (2013). Revision of a method quality rating scale for single-case experimental designs and n-of-1 trials: The 15-item Risk of Bias in N-of-1 Trials (RoBiNT) scale. *Neuropsychological Rehabilitation*, 23(5), 619-638.

Torquati, L., Mielke, G. I., Brown, W. J., Burton, N. W., and Kolbe-Alexander, T. L. (2019). Shift work and poor mental health: A meta-analysis of longitudinal studies. *American Journal of Public Health*, 109(11), e13-e20.

Watts, T. W., Duncan, G. J., & Quan, H. (2018). Revisiting the marshmallow test: A conceptual replication investigating links between early delay of gratification and later outcomes. *Psychological Science*, 29(7), 1159-1177.

### Course Requirements

**Attendance, Engagement, and Participation:** Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, and behave appropriately and professionally at all times. More than two unexcused absences will result in being withdrawn from the class or a failing grade. Student attendance and participation will be one measure of students' understanding of the theoretical, empirical, and applied foundations within the clinical practice of psychology.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings. **(10 points)**

**Article Critique:** Students are to work together in groups of 3-4 to critique an article. The critique will include a summary, critical analysis, and conclusion (three paragraphs). The critical analysis must include no fewer than 5 separate points of methodological criticism. Critiques are not to be longer than 2 pages, double-spaced, with 1-inch margins, and no less than 10-point font. One point will be deducted for every line over one page on the critique. The article to be critiqued will be provided. The group will present their critique on the assigned date. Everyone is expected to read the article being critiqued and participate in the discussion **(25 points total – see below for breakdown)**

**Single-subject research study:** This assignment consists of sub-assignments including selection of the behavior (and operational definition); baseline monitoring of the behavior; development of a single subject design methodology (ABA model); review of relevant literature to complete the design; implementation of the design and gathering of data; and presentation, including graph(s). APA formatting and style are required. **(45 points total)**

*Sub-assignment 1: Single Subject Design Measures and Operational Definition.* You select from a list, a “construct” or “behavior” you plan to measure, aka the dependent variable. You will also select an intervention or manipulation, aka an independent variable. You will be required to operationally define the dependent and independent variable that you will be using to conduct an abbreviated single subject

design research. You will then identify and submit the measures you will be using to study your variables, along with your research question and hypothesis. **(10 points)**

*Sub-assignment 2: Single Subject Design Literature Review and Methods Write-Up.* You will conduct a brief literature review (no fewer than **5 research studies**) that (as closely as possible) match what your single subject research study design intends to explore. You will also write-up a brief methodology section that includes information about the sample (you), the abbreviated study's hypothesis/hypotheses, your variables, measures, and the procedures for the single subject design study. The write-up should not be more than 1-page, single spaced. A reference page in APA formatting should be included. **(10 points)**

*Sub-assignment 3: Single Subject Design Data Collection, Results, and Discussion.* You will gather data on your dependent variable using a single subject design, e.g., you will gather baseline data, data after application of the intervention, then data after return to baseline conditions. A more detailed description of the specifics of the data collection phase is forthcoming and should be referred to, often, during the completion of this assignment. Once the data is gathered, you will do a write up of the results, which includes a graph, a results section, and a discussion section. **(20 points)**

*Sub-assignment 4: Single Subject Design Presentation.* You will create a 5-10 minute powerpoint presentation (6 slides maximum) that provide a description of your single subject design research, including the literature review, methods, results, discussion, and references. **(5 points)**

**Quantitative Research Proposal:** Students are to submit a quantitative research proposal, a minimum of 10-15 pages that demonstrates understanding of the concepts covered in class. No fewer than 8 peer-reviewed journal articles are to be included in the proposal, which could be used as the basis for the dissertation. APA formatting and style are required. The research proposal will be submitted as sub-assignments (Introduction and Methods) for feedback. A final abbreviated research proposal manuscript is then due. **(40 points)**

*Abbreviated Quantitative Research Proposal Introduction Section:* The introduction should be written in APA format and should include the following: Identification of the Problem, Review of Relevant Scholarship, Hypotheses, Aims, and Objectives

*Abbreviated Quantitative Research Proposal Method Section:* The method section should be written in APA format and should include the following: inclusion and exclusion criteria, participant characteristics, sampling procedures (including ethical considerations), sample size, power, measures and covariates, data collection, quality of measurements, instrumentation, psychometrics, conditions and design, data diagnostics, analytic strategy

**Quantitative Research Proposal Poster Presentation:** Students are expected to develop a quantitative research poster based on their proposal and give an in-class 15-minute presentation. Presentations should include a detailed description of a quantitative research proposal. The presentation should include a brief background of the research (lit review), the purpose and significance of the proposed research, the research question, the hypotheses, the design, the method (sample, instrumentation, procedures), and statistical tests proposed for data analysis. **(10 points)**

**CITI online ethics in research with human participants:** This training is accessible for free through Chaminade IRB. Access the online ethics CITI training <https://chaminade.edu/irb/irb-training/>. Then follow the instructions for "2.1 Registering and Enrolling for CITI." When you have completed the required courses:

Social and Behavioral Research – Basic/Refresher (10 modules)

Information Privacy Security IPS (4 modules)  
Social and Behavioral Responsible Conduct of Research - RCR (8 modules)  
Print up the certificates of completion (3) and email them to me at [jolene.young@chaminade.edu](mailto:jolene.young@chaminade.edu) by 11:59pm on Friday night, 4/3/26. **(20 points)**

**Final Exam:** This will be an in-class, final exam. Content will be based upon readings, lecture material, class discussions and activities and was developed using the EPPP test prep materials. **(50 points)**

## Grading

Project/Assignment	Point Value
Engagement and Participation	10 points
Single Subject Design Measures and Operational Definition	10 points
Single Subject Design Literature Review and Methods Write-up	10 points
Single Subject Design Data Collection, Results, and Discussion	20 points
Single Subject Design Presentation	5 points
Article Critique	20 points
Article Critique Presentation	5 points
Quantitative Research Proposal Literature Review	10 points
Quantitative Research Proposal Methods	10 points
Quantitative Research Proposal Manuscript	20 points
Quantitative Research Proposal Presentation	10 points
CITI research ethics online training	20 points
Final Exam	50 points
Total	200 points (100%)

### Grading Scale designed from

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (87-89)	B = 3.00 (83-86)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed – No credit given		F = 0.00 (< 69); Failed – No credit given

## Instructional Contact and Credit Hours

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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. 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.

## **Course Policies**

**Instructor and Student Communication:** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

**Cell phones, tablets, and laptops:** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### ***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 Kōkua '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 Kōkua 'Ike via email at [ada@chaminade.edu](mailto: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 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](mailto:tutoring@chaminade.edu) or 808-739-8305.

### ***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.

***Attendance Policy:*** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should arrange to obtain missed information and 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 may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a 16-week term.

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 options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

***Professionalism with Class Topics and Discussions:***

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content). Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

***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.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

**Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

#### **Course Schedule:**

Week	Topic	Required Reading	Assignment(s) due
1 1/13 or 1/15	Syllabus; Scientific method; Developing a research design; Operationalization	Syllabus; APA Pub Manual, B&A Ch. 1	1) Select SS design independent and dependent variables
2 1/20 or 1/22	Sign-Up for Journal Critiques; Theories; SS design; Lit Review	B&A Ch. 2 & 12 Tate (13)	1) SS Measures selected and Operationalization write-up
3 1/27 or 1/29	Single Subject Design and Scientific Literature cont'd; Hypotheses; Causal Inference; Experimental vs. correlational Research; Validity & reliability; Dissertation Manual	B&A Ch. 4 & 5; Tate (08)	1) SS design literature review and methods write-up
4 2/3 or 2/5	Critique #1 Presentation; Ethics; Validity & reliability II; Bias, science, and pseudoscience, systematic observations, critiquing research  SS Design Data Collection	B&A Ch. 3, Lillienfeld Critique Article 1	1) Critique #1  <i>Optional: Abbreviated Quantitative Research Proposal Questionnaire</i>

5	2/10 or 2/12	Critique #2 Presentation; Scientific Method II; validity and reliability III; Choosing Measures	B&A Ch. 6; Eigsti Critique Article 2	1) Critique #2
		SS Design Data Collection		
6	2/17 or 2/19	Ethics; Research Subjects; Observational Research; validity of non-experimental research methods;	B&A Ch. 7 & 8 APA Ethics in Research Guidelines	1) Abbreviated Quantitative Research Proposal Introduction
		SS Design Data Collection		
7	2/24 or 2/26	Critique #3 Presentation; Recruitment, assignment, intro. to group designs; Survey and Questionnaire Research; validity and reliability of survey research	B&A Ch. 9 Critique Article 3	1) Critique #3
		SS Design Data Collection		
8	3/3 or 3/5	Between and Within Subjects Experimental Designs	B&A Ch. 10 Watts	1) SS Design Results and Discussion Write-Up
9	3/10 or 3/12	Mixed Designs; covariation and Interaction, descriptive stats, measures of association	B&A Ch. 11, 13	1) Abbreviated Research Proposal – Methods Section
10	3/17 or 3/19	Critique #4 Presentations; Inferential Statistics; statistical power; parametric and non-parametric statistics	B&A Ch. 14 Critique Article 4	1) Critique #4
11	3/24 or 3/26	SS Design Presentations; Finalize Research Proposals;	Tate (17)	1) SS Design Presentations
12	3/31 or 4/2	Correlational and Experimental Multivariate Design; Complete CITI Training Certificate	B&A Ch. 15	1) Research Proposal Due
13	4/7 or 4/9	Meta-analysis; Reporting Research Results; work on proposal presentation.	B&A Ch. 16; Applebaum; Torquati	1) Ethics CITI training Certificate
14	4/14 or 4/16	Research proposal presentations;		1) Research Proposal Poster Presentations
15	4/21 or 4/23	Research Proposal Presentations; review for final exam		1) Research Proposal Poster Presentations
16	4/28 or 4/30	<b>Final Exam (in class)</b>		Final Exam

B&A = Bordens & Abbott (2022)

\* Note: Additional and/or alternate readings/chapters may be assigned and will be provided prior to the date the material is covered. Additionally, this course syllabus and schedule are subject to change based upon the needs of students, progress, availability of resources, and the capricious whim of the professor.