



College of Education and Human Development
Department of Psychology · BS in Psychology

PSY 316 Research Methods in Psychology

Online Asynchronous | Credits: 3 | Term: Fall 2026, 10-Week Flex (Oct 5 – Dec 14, 2026)

Instructor Information

Instructor	Abby Halston, Ed.D., NCC, LMFT Associate Professor of Psychology and Chair, BS in Psychology. Dr. Halston is a licensed marriage and family therapist and AAMFT Approved Supervisor who served on Chaminade's Institutional Review Board from 2019 to 2025. She mentors student researchers from first question to final defense and received the 2026 President Mackey Award for Excellence in Mentoring Student Research.
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Phone	808-739-4641
Office Location	Behavioral Sciences 111A
Virtual Office	Zoom link posted on the Canvas Course Information page
Virtual Office Hours	Mondays, 8:00–10:00 a.m. HST, virtually by appointment (email to schedule)

Communication

Use Chaminade email or the Canvas Inbox for course questions; include “PSY 316” in the subject line. I reply to messages within 24 hours, Monday through Friday. Course-wide updates are posted as Canvas Announcements at least weekly; please set your Canvas notifications so announcements reach your email or phone.

School & Department

School	College of Education and Human Development
Department	Psychology (BS in Psychology)
Location	Behavioral Sciences Building (instructor office: Behavioral Sciences 111A)
Questions?	Contact your instructor or the College of Education and Human Development

Course Description & Materials

Catalog Description

This course provides an introduction to quantitative research methodology and design. Topics include the research process, measurement, sampling, ethics in social research, survey research, experimental research, and field research. Students will complete a research proposal as a major course requirement.

Prerequisites: EN 102 and PSY 101.

Course Overview

This 10-week Flex course is an intensive introduction to the methods psychologists use to answer questions with data. Students examine descriptive, correlational, experimental, quasi-experimental, and developmental designs;

ethics and the Institutional Review Board (IRB) process; measurement, reliability, and validity; survey construction and sampling; and statistical inference. Students complete CITI human subjects and responsible conduct of research training, prepare a practice IRB application using Chaminade's guidelines, read current peer-reviewed research, and build an APA-style research proposal through four scaffolded checkpoints.

Course Snapshot

Modality	Online Asynchronous, 10-Week Flex (two milestone due dates; all other work self-paced with suggested weeks)
Time Commitment	This is a three-credit-hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the nine instructional weeks of this course (Week 10 is reserved for feedback and final grades), students will spend approximately 30 hours reading the textbook; 20 hours reading peer-reviewed articles and participating in article analysis discussions; 20 hours completing module quizzes and preparing for and taking the final exam; 8 hours completing two CITI Program training courses; 12 hours on the IRB knowledge check and IRB Practice Application; 25 hours developing four research proposal checkpoints; and 20 hours writing the final research proposal and recording the presentation. This averages 15 hours per week.
Required Materials	Cozby, P. C., & Bates, S. C. (2023). <i>Methods in behavioral research</i> (15th ed.). McGraw Hill. ISBN 978-1-260-71890-4 (print); eBook ISBN 978-1-260-88304-6. Available through the Chaminade Campus Store (Barnes & Noble College): chaminade.bncollege.com . Peer-reviewed articles listed in each Canvas module and in the Course Readings appendix (DOI links; access through the Sullivan Family Library). CITI Program account under Chaminade University of Honolulu (no cost). jamovi statistical software (free): jamovi.org .
Recommended Items	American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). Purdue OWL APA Style guide: owl.purdue.edu
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Canvas modules contain every reading, quiz, discussion, and assignment with instructions and attached rubrics. Announcements, Turnitin submissions, feedback, and grades are all in Canvas. There are no instructor lecture videos; learning is built around readings, reading guides, discussions, and written feedback.

Learning Outcomes

Program Learning Outcomes (PLOs)

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

1. Identify key concepts, principles, and overarching themes in psychology.
2. Demonstrate adaptation and change through critical interpretation, design, and evaluation of psychological research.
3. Demonstrate effective written and oral communication within the field of psychology.
4. Explain the dynamic interaction among mind, body, and social influences as part of educating the whole person.

Course Learning Outcomes (CLOs)

Upon completion of PSY 316, the student will be able to:

1. Explain the objectives, strengths, and limitations of scientific inquiry.
2. Identify ethical issues in psychological research and recognize potential sources of ethical violations.

3. Critique research methodologies, including stages of the research process and threats to reliability and validity.
4. Develop testable hypotheses and apply appropriate research methods in a formal research proposal.

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, and integrity of creation.
5. Educate for adaptation and change.

PSY 316 places particular emphasis on **educating for service, justice and peace**. Research ethics exist because people, often from marginalized communities, were harmed in the name of science. Students study that history, complete the CITI training Chaminade requires of researchers, and practice designing studies that respect participants and the communities they come from, including Native Hawaiian and Pacific Islander communities. The course also provides **an integral, quality education** through rigorous reading of current research and **educates for adaptation and change** by examining how psychology is reforming its own practices through replication, preregistration, and open science.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

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 ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
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.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2, 5	4	2	4, 5
PLOs	2	2	2	2, 3
Native Hawaiian Values	Na'auao, 'Āina	Aloha	Na'auao	Aloha, 'Āina
Gen Ed Outcomes	N/A	N/A	N/A	N/A

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous Flex course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation. Only two

assignments have due dates, but each module has a suggested week; following the pacing guide is the best way to succeed.

Students are expected to:

- Complete assigned readings, reading guides, and activities within the suggested weekly timeframe.
- Log in at least three times per week to review module instructions, announcements, feedback, and grades.
- Contribute substantively to discussions: post original responses and reply thoughtfully to at least two classmates.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Submit the two milestone assignments on time: **Let's Get Acquainted, Monday, October 19, 2026** and **Proposal Checkpoint 4: Analysis Plan with Hypothetical Data, Sunday, November 29, 2026, 11:59 p.m. HST**. Submit all other work before the course closes on Monday, December 14, 2026.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly Canvas announcements that introduce the suggested module, clarify key concepts, and preview assignment expectations. Every module has a written overview with objectives and a reading guide.
- **Substantive Engagement:** Instructor-facilitated discussion engagement: prompting analysis, clarifying misunderstandings, connecting posts to course concepts, and summarizing takeaways.
- **Timely Feedback:** Clear grading criteria (rubrics attached to every discussion and assignment) and substantive written feedback on all graded work.
 - Email inquiries: response within 24 hours, Monday–Friday.
 - Discussions, CITI, IRB, and proposal checkpoints: within 5 school days of submission, so feedback can be used on the next checkpoint.
 - Final research proposal and presentation: within 7 school days of submission.
- **Monitoring & Outreach:** Weekly monitoring of Canvas activity, with proactive outreach and referrals for students who fall behind the suggested weekly pacing.

Assessment and Grading

Due Dates

This course has only two due dates. All other work has no due date and may be submitted any time before the course closes; each module lists a suggested week.

Milestone	Assignment	Deadline	Points
Milestone 1	Let's Get Acquainted (Start Here)	Monday, October 19, 2026, 11:59 p.m. HST	10
Milestone 2	Proposal Checkpoint 4: Analysis Plan with Hypothetical Data (Module 8)	Sunday, November 29, 2026, 11:59 p.m. HST	15
All other work	No due date (suggested weeks in the schedule)	By Monday, December 14, 2026, 11:59 p.m. HST, when the course closes	475

Assessment Summary

Assessment	Where	Grading	Points
Course Orientation Quiz	Start Here	Auto-graded	10
Let's Get Acquainted discussion	Start Here	Rubric	10
Module quizzes (8 × 10 points)	Modules 1, 2, 4–9	Auto-graded	80
Article analysis discussions (7 × 10 points)	Modules 1, 2, 4–8	Rubric	70
CITI SBE Basic and RCR Basic certificates (2 × 10 points)	Module 2	Complete/Incomplete	20
Chaminade IRB Knowledge Check	Module 3	Auto-graded	20
IRB Practice Application (not submitted to the IRB)	Module 3	Rubric	40
Proposal Checkpoint 1: Topic, Question, Sources	Module 1	Complete/Incomplete	15
Proposal Checkpoint 2: Literature Review & Hypotheses	Module 5	Rubric	25
Proposal Checkpoint 3: Method	Module 6	Rubric	25
Proposal Checkpoint 4: Analysis Plan with Hypothetical Data	Module 8	Rubric	15
Final Research Proposal	Module 10	Rubric	100
Research Proposal Presentation (narrated slides)	Module 10	Rubric	30
Final Exam (comprehensive)	Module 10	Auto-graded	40
Total			500

How Work Is Graded

- **Auto-graded:** All quizzes and the final exam score automatically in Canvas. Every quiz allows one attempt: module quizzes and the IRB knowledge check have a 30-minute limit, and the final exam has a 75-minute limit. Correct answers are released after the course closes.
- **Complete/Incomplete:** CITI certificates and Checkpoint 1 earn full credit when every requirement is present.
- **Rubric:** Discussions, the IRB Practice Application, Checkpoints 2–4, the final proposal, and the presentation are scored with rubrics embedded in each Canvas item, visible before you begin.
- **Turnitin:** All written assignments are submitted through Turnitin in Canvas. Students may review similarity reports and resubmit until the item closes.

Assignment Descriptions

Article Analysis Discussions. Seven discussions apply each module's research-methods concepts to current peer-reviewed articles (for example, replication in psychology, the ethics of Tuskegee and Milgram, social media and well-being, and a culturally grounded hula intervention). Students post an initial analysis and reply substantively to at least two classmates.

CITI Training. Students complete two CITI Program courses under the Chaminade affiliation: Human Subjects Research – Social-Behavioral-Educational (SBE) Basic, and Responsible Conduct of Research – Social and Behavioral Basic. Certificates are uploaded to Canvas.

IRB Practice Application. Using Chaminade's IRB guidelines and eProtocol requirements, students prepare a practice application for their own proposed study: research plan, review-level determination, informed consent with Chaminade's 12 required elements, recruitment material, instrument, risk and data management plan, conflict of interest review, and cultural and community considerations. The application is a learning exercise and is not submitted to the IRB.

Research Proposal. Students build an APA 7 research proposal in four checkpoints and a final paper. The final proposal includes a title page, an abstract of no more than 120 words, a literature review, statement of the problem with research question, hypothesis, and prediction, method with literature-supported justification, operational definitions, participants and sampling, procedures and materials, a sample instrument, a proposed statistical analysis using hypothetical data, and at least eight peer-reviewed references.

Presentation. A 10–12 minute narrated slide presentation summarizing the research proposal.

Quizzes and Final Exam. Module quizzes assess comprehension of textbook chapters and assigned articles. The comprehensive final exam assesses concepts from all chapters and applied research-methods skills.

Course Policies

Late Work	Only two assignments have due dates: Let's Get Acquainted (Milestone 1, Monday, October 19, 2026) and Proposal Checkpoint 4: Analysis Plan with Hypothetical Data (Milestone 2, Sunday, November 29, 2026), both at 11:59 p.m. HST. Late work is not accepted on these two milestone assignments; Canvas closes each at its deadline. All other quizzes, discussions, and assignments have no due date and may be submitted any time before the course closes on Monday, December 14, 2026, 11:59 p.m. HST. Students are strongly encouraged to follow the suggested weekly pacing so they receive feedback in time to improve the final proposal. A student facing a documented emergency should contact the instructor; extraordinary circumstances are handled through the Incomplete Grade policy.
Extra Credit	No extra credit is available in this course.
Incomplete Grade	A student in good standing may petition for an Incomplete only when extraordinary circumstances beyond the student's control prevent completion of course requirements. An approved Incomplete must include an alternative grade and a written completion plan consistent with University policy.
Writing & APA Style	Written assignments follow APA 7th edition style with appropriate in-text citations and references for all quotations, paraphrases, summaries, and outside sources.
Turnitin	All written assignments are submitted through Turnitin. Similarity reports support learning; the instructor reviews reports in context and does not rely on a similarity score alone.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range	Points (of 500)
A	90% and above	450–500

Grade	Range	Points (of 500)
B	80–89%	400–449
C	70–79%	350–399
D	60–69%	300–349
F	59% and below	Below 300

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu ; chaminade.edu/ada-accommodations ; Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety / SafeSwords	A program for students, faculty and staff who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus and escort you to your residence hall, car, etc.	SafeSwords Webpage
Chaminade IT Help Desk	Canvas and technology support.	helpdesk@chaminade.edu · 808-735-4855

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements. Weeks are suggested pacing. Only the two milestone assignments have due dates.

Wk	Theme	Readings / Activities (points)	Due
Start	Start Here: Getting Started, Course Information & Syllabus	Course Orientation Quiz; Let's Get Acquainted discussion	
Wk 1	Module 1: The Science of Psychology: Asking Good Questions	Read: Chapters 1–2; Open Science Collaboration (2015). Do: Module 1 Quiz: Chapters 1–2 (10); Module 1 Discussion: Can We Trust What We Read? (10); Proposal Checkpoint 1: Topic, Research Question, and Three Sources (15)	
Wk 2	Module 2: Ethics in Behavioral Research	Read: Chapter 3; Brandt (1978); Burger (2009); The Belmont Report (1979). Do: Module 2 Quiz: Chapter 3 (10); Module 2 Discussion: Ethics Then and Now (10); CITI Training: Human Subjects Research – Social-Behavioral-Educational (SBE) Basic (10); CITI Training: Responsible Conduct of Research (RCR) – Social and Behavioral Basic (10)	
Wk 3	Module 3: The Chaminade IRB Process	Read: No new chapter this week; review Cozby & Bates Chapter 3 as needed; Chung-Do et al. (2024); Chaminade IRB: How to Apply; Chaminade IRB: CITI & eProtocol Resources; OHRP decision charts. Do: Chaminade IRB Knowledge Check (20); IRB Practice Application (Not Submitted to the IRB) (40)	Milestone 1: Let's Get Acquainted due Mon 10/19
Wk 4	Module 4: Variables, Validity, and Measurement	Read: Chapters 4–5; Flake et al. (2017). Do: Module 4 Quiz: Chapters 4–5 (10); Module 4 Discussion: Are We Measuring What We Think We're Measuring? (10)	
Wk 5	Module 5: Observational and Survey Research	Read: Chapters 6–7; Mehl et al. (2007); Orben & Przybylski (2019); Hunt et al. (2018). Do: Module 5 Quiz: Chapters 6–7 (10); Module 5 Discussion: Social Media and Well-Being, Three Ways (10); Proposal Checkpoint 2: Literature Review and Hypotheses (25)	
Wk 6	Module 6: Experimental Design and Conducting Experiments	Read: Chapters 8–9; Mueller & Oppenheimer (2014); Urry et al. (2021). Do: Module 6 Quiz: Chapters 8–9 (10); Module 6 Discussion: Pen vs. Laptop: An Experiment and Its Replication (10); Proposal Checkpoint 3: Method (25)	
Wk 7	Module 7: Complex, Quasi-Experimental, and Developmental Designs	Read: Chapters 10–11; Kaholokula et al. (2021); Watts et al. (2018). Do: Module 7 Quiz: Chapters 10–11 (10); Module 7 Discussion: Culture, Time, and Complex Designs (10)	
Wk 8	Module 8: Understanding Research Results	Read: Chapters 12–13; Wasserstein & Lazar (2016); Simmons et al. (2011). Do: Module 8 Quiz: Chapters 12–13 (10); Module 8 Discussion: What a p Value Can and Can't Tell You (10); Proposal Checkpoint 4: Analysis Plan with Hypothetical Data (15)	Milestone 2: Checkpoint 4 due Sun 11/29

Wk	Theme	Readings / Activities (points)	Due
Wk 9	Module 9: Generalization, Open Science, and Reporting Research	Read: Chapter 14; Henrich et al. (2010); Nosek et al. (2018); Appelbaum et al. (2018). Do: Module 9 Quiz: Chapter 14 and Appendix A (10)	
Wk 9	Module 10: Final Proposal, Presentation, and Final Exam	Read: Review Cozby & Bates Chapters 1–14 and Appendix A; Appelbaum et al. (2018). Do: Final Research Proposal (100); Research Proposal Presentation (Narrated Slides) (30); Final Exam (40)	
Wk 10	Course wrap-up	No new modules. Finish any remaining work; the course closes Monday, December 14, 2026, 11:59 p.m. HST. Instructor feedback and final grades follow.	

Appendix: Course Readings

All articles are peer-reviewed and new to this course. Access them through the DOI link or the Sullivan Family Library.

- Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & 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. <https://doi.org/10.1037/amp000191>
- Brandt, A. M. (1978). Racism and research: The case of the Tuskegee Syphilis Study. *The Hastings Center Report*, 8(6), 21–29. <https://doi.org/10.2307/3561468>
- Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, 64(1), 1–11. <https://doi.org/10.1037/a0010932>
- Chaminade University of Honolulu Institutional Review Board. (n.d.). *CITI training and eProtocol resources*. <https://chaminade.edu/institutional-review-board/citi-training-and-protocol-resources/>
- Chaminade University of Honolulu Institutional Review Board. (n.d.). *How to apply*. <https://chaminade.edu/institutional-review-board/how-to-apply/>
- Chung-Do, J. J., Scott, S. K., Jones, B. R., Look, M. A., Taira, D. A., Palafox, N. A., Farrar, K., & Mau, M. K. L. M. (2024). “Community 101 for researchers”: An online training program to build capacity for ethical community-engaged research with Native Hawaiians and Pacific Islanders. *Frontiers in Public Health*, 11, Article 1121748. <https://doi.org/10.3389/fpubh.2023.1121748>
- Flake, J. K., Pek, J., & Hehman, E. (2017). Construct validation in social and personality research: Current practice and recommendations. *Social Psychological and Personality Science*, 8(4), 370–378. <https://doi.org/10.1177/1948550617693063>
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2–3), 61–83. <https://doi.org/10.1017/S0140525X0999152X>
- Hunt, M. G., Marx, R., Lipson, C., & Young, J. (2018). No more FOMO: Limiting social media decreases loneliness and depression. *Journal of Social and Clinical Psychology*, 37(10), 751–768. <https://doi.org/10.1521/jscp.2018.37.10.751>
- Kaholokula, J. K., Look, M., Mabellos, T., Ahn, H. J., Choi, S. Y., Sinclair, K. A., Wills, T. A., Seto, T. B., & de Silva, M. (2021). A cultural dance program improves hypertension control and cardiovascular disease risk in Native Hawaiians: A randomized controlled trial. *Annals of Behavioral Medicine*, 55(10), 1006–1018. <https://doi.org/10.1093/abm/kaa127>
- Mehl, M. R., Vazire, S., Ramírez-Esparza, N., Slatcher, R. B., & Pennebaker, J. W. (2007). Are women really more talkative than men? *Science*, 317(5834), 82. <https://doi.org/10.1126/science.1139940>
- Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6), 1159–1168. <https://doi.org/10.1177/0956797614524581>
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. U.S.

Department of Health and Human Services. <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>

- Nosek, B. A., Ebersole, C. R., DeHaven, A. C., & Mellor, D. T. (2018). The preregistration revolution. *Proceedings of the National Academy of Sciences*, 115(11), 2600–2606. <https://doi.org/10.1073/pnas.1708274114>
- Office for Human Research Protections. (n.d.). *Human subject regulations decision charts*. U.S. Department of Health and Human Services. <https://www.hhs.gov/ohrp/regulations-and-policy/decision-charts/index.html>
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