



**DMFT 8012 Course Syllabus**  
 3140 Waiialae Avenue - Honolulu, HI 96816  
[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** DMFT 8012  
**Course Title:** Quantitative Research Methods & Statistical Analyses  
**Term:** Spring 2024  
**Credits:** Hybrid, 3 credits

**Instructor Name:** Abby Halston, Ed.D, LMFT  
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**Virtual Office Hours:** By appointment

**Class meeting dates and time:** <https://meet.google.com/mvh-eejn-pmp>

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Wed 4/10 8am-10am HST		Wed 4/24 8am-10am HST		Wed 5/8 8am-10am HST		Wed 5/22 8am-10am HST			Wed 6/12 8am-10am HST

**University Course Catalog Description**

This course identifies various strategies for utilizing quantitative research methodology in family studies, including difference in research design, sampling, instruments, and data collection. Focuses on survey research design and data analysis. Includes research idea development, relational hypotheses formation, survey planning and management, questionnaire and item design, sampling, systemic clinical data measurement, logic of analysis, and problems of statistical interpretation and threats to internal and external validity.

**Mission Statement for Doctorate of Marriage and Family Therapy: for Adaptation and Change**

The program's mission is based on Marianist values and focused on developing strong leaders within the burgeoning field of Marriage and Family Therapy, who value diversity, promote justice and peace, and embody adaptation and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program promotes continuous self-reflection and personal growth for the clinical student in their development as Clinical Practitioners in their roles as scholars, therapists, supervisors, and leaders.

**Marianist Values**

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

**Program Learning Outcomes (PLO)**

Upon completion of the Doctorate degree in Marriage and Family Therapy, students will be able to:

PLO1: develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding (Addresses ACA 2 COAMFTE)

PLO2: synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice (Addresses ACA 3 COAMFTE)

PLO3: synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity (Addresses ACA 2&3 COAMFTE)

PLO4: use and evaluate quantitative and qualitative MFT clinical to improve clinical process and outcomes (Addresses ACA 1 COAMFTE)

PLO5: cultivate a coherent and competent program of MFT supervision (Addresses ACA 4 COAMFTE)

PLO6: utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation (Addresses ACA 4 COAMFTE)

Competency Area	Program Learning Outcome
Advanced Relational/Systemic Clinical Theory	PLO1: Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding (Addresses ACA 2 COAMFTE)
Advanced Relational/Systemic Applications to Contemporary Challenges	PLO2: Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice (Addresses ACA 3 COAMFTE)
Diversity, Service, Justice, Wellness, and Peace	PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity (Addresses ACA 2&3 COAMFTE)
Introductory Research Methods Quantitative and Qualitative	PLO4: Students will use and evaluate quantitative and qualitative MFT clinical to improve clinical process and outcomes (Addresses ACA 1 COAMFTE)
Couple and Family Therapy Supervision	PLO5: Students will cultivate a coherent and competent program of MFT supervision (Addresses ACA 4 COAMFTE)
Leadership/Consultation in Marriage/Couple and Family Therapy	PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation (Addresses ACA 4 COAMFTE)

**Course Learning Outcomes (CLO)**

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

1. Utilize quantitative research techniques, methods, tools, and procedures for investigating clinical research questions (PLO1; PLO4)
2. Recognize and assess validity, reliability and generalizability in evaluating quantitative research studies in addition to (PLO4)
3. Describe a variety of research methods including questionnaires and survey research, secondary data analyses, meta-analysis and more (PLO4)
4. Analyze ethical issues that arise in quantitative research approaches (PLO3; PLO4)

**Learning Materials**

**Required readings**

**Recommended readings**

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

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**Assessment**

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
1. Utilize quantitative research techniques, methods, tools, and procedures for investigating clinical research questions (PLO1; PLO4)	Chapter assessments	375 pts
2. Recognize and assess validity, reliability and generalizability in evaluating quantitative research studies in addition to (PLO4)	Research Proposal Statistical Analysis	100 pts
3. Describe a variety of research methods including questionnaires and survey research, secondary data analyses, meta-analysis and more (PLO4)	Interpreting Statistical Results Article Discussions	90 pts
4. Analyze ethical issues that arise in quantitative research approaches (PLO3; PLO4)	Chapter SPSS Exercises	70 Pts

**Points Breakdown**

Assignments	Max Points
Weekly Chapter Assessment	375
Chapter SPSS Exercises	70
Interpreting Statistical Results Article Discussions	90
Research Proposal Statistical Analysis	100
<b>Total</b>	<b>100%</b>

Late policy- All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due) unless specified as an in-class submission. Late assignments will be accepted up to 7 days after the due date with a 50% late deduction.

In cases of emergent or unanticipated events, I will give an extension only if a) the request is received 24 hours prior to the due date and b) you provide documentation. There will not be any extensions for the final week assignments.

### Grading scale

100-90%	A
89-80%	B
79-70%	C- Fail, retake

### Writing Standards

All work submitted by Chaminade University students within the DMFT program must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and with clarity.
3. Adopt modes and styles appropriate to their purpose and audience (i.e. academic style, research style, and clinical style).
4. Utilize APA style formatting for all papers unless specified otherwise. APA format includes 12-pt serif font (Times New Roman preferred), one inch margins, double spaces, in-text citation, correct level heading, title page (abstract not always necessary).
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources must be correctly cited both in the body of the paper and the Reference page to avoid plagiarism (see Plagiarism).

### Assignments

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). No assignments will be accepted late unless you have contacted the instructor 48 hours prior to the due date and have been granted an extension.

### Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.

- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

### **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/counseling-center/counseling-services/>  
 Email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)  
 Phone: 808-735-4845.

### **Kokua Ike: Tutoring & Learning Services**

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/student-success/kokua-ike/>  
 Email: [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu)  
 Phone: 808-739-8305

### **Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### Signature Assignment Rubric:

<b>Criteria</b>	<b>Emerging 1pt</b>	<b>Approaching 3 pts</b>	<b>Mastery 5 pts</b>
Abstract	Abstract is present, but not clearly posed or does not include all necessary information	Abstract provides a summary of the research report, but may be unclear or incomplete	Abstract clearly and concisely summarizes the research report, including the hypothesis, procedure, and projected results in 120 words or less.
Introduction	Introduction is present, but lacks clarity or organization	Introduction provides some background information, but may be missing key elements	Introduction clearly and effectively presents the research topic, providing relevant background information and identifying the purpose and scope of the study.
Literature Review	Literature review is present, but lacks organization or analysis	Literature review provides some relevant research, but may be incomplete or lacking in analysis	Literature review is well-organized and effectively synthesizes existing research to support the study's purpose and hypothesis.
Statement of the Problem	Statement of the problem is present, but may be unclear or incomplete	Statement of the problem effectively identifies the research gap and justifies the need for the study	Statement of the problem is clear, concise, and effectively justifies the research gap and the need for the study.
Guiding Theory	Guiding theory is present, but may be unclear or not well-supported	Guiding theory effectively supports the research question and hypothesis, but may be lacking in detail	Guiding theory is well-developed and effectively supports the research question and hypothesis with relevant detail and analysis.
Research Question, Hypothesis, and Prediction Statement	Research question, hypothesis, and prediction statement are present, but may be	Research question, hypothesis, and prediction statement effectively guide the	Research question, hypothesis, and prediction statement are clear, concise, and effectively guide the study with relevant detail and analysis.

	incomplete or unclear	study, but may lack detail or analysis	
Methodology	Methodology is present, but lacks detail or may be incomplete	Methodology effectively outlines the research design and methods, but may lack clarity or detail	Methodology is detailed, clear, and effectively outlines the research design and methods, including operational definitions and subject description.
Procedures	Procedures are present, but may be unclear or incomplete	Procedures effectively outline the research process, but may lack detail or clarity	Procedures are detailed, clear, and effectively outline the research process, including testing materials/assessments, statistical tests, and visual diagram.
Study Survey Instrument	Study survey instrument is present, but may lack detail or clarity	Study survey instrument effectively outlines the data collection process and reliability and validity testing, but may lack detail or clarity	Study survey instrument is detailed, clear, and effectively outlines the data collection process and reliability and validity testing, including a copy of the instrument in the appendix.
Results	Results are present, but may be incomplete or lack formal presentation	Results are effectively presented with formal APA formatted figures and narrative, but may lack detail or analysis	Results are clear, concise, and effectively presented with formal APA formatted figures and narrative, including relevant detail and analysis.
Discussion	Discussion is present, but lacks analysis or may be incomplete	Discussion effectively discusses the literature review, research question, and results, but may lack detail or analysis	Discussion is detailed, clear, and effectively discusses the literature review, research question, results, and limitations of the study, including relevant detail and analysis.

Course Schedule : <https://meet.google.com/mvh-eejin-pmp>

Week	Topic	Readings & Assignments Due	Due to Canvas By 11:59pm
April 8	<p>Welcome Review Syllabus</p> <p>Presentation: Introduction to Statistics</p> <p><b>Chapter 1</b> Introduction to Statistics <b>Chapter 2</b> Means to an End: Computing and Understanding Averages</p> <p><b>Exercise 1:</b> Introduction to Statistics <b>Exercise 2:</b> Measures of Central Tendency</p>	<p>Chapters 1 &amp; 2</p> <p>Exercises 1 &amp; 2</p>	April 14
April 15	<p><b>Presentation:</b> Variability &amp; Graph Creation</p> <p><b>Chapter 3</b> Understanding Variability <b>Chapter 4</b> A Picture is worth a Thousand Words</p> <p><b>Exercise 3</b> Variability <b>Exercise 4</b> Graph Creation</p>	<p>Chapters 3 &amp; 4</p> <p>Exercises 3 &amp; 4</p>	April 21
April 22	<p><b>Presentation:</b> Correlations, Reliability &amp; Validity</p> <p><b>Chapter 5</b> Ice Cream and Crime: Computing Correlation Coefficients <b>Chapter 6</b> Just the Truth: An Introduction to Understanding Reliability and Validity</p> <p><b>Exercise 5</b> Correlations <b>Exercise 6</b> Reliability &amp; Validity</p>	<p>Chapters 5 &amp; 6</p> <p>Exercises 5 &amp; 6</p>	April 28
April 29	<p><b>Presentation: Hypotheticals &amp; Probability</b></p> <p><b>Chapter 7</b> Hypotheticals and You: Testing your Questions <b>Chapter 8</b> Are your Curves Normal: Probability and Why it Counts.</p> <p><b>Exercise 7 Hypotheticals</b> <b>Exercise 8 Probability</b></p>	<p>Chapters 7 &amp; 8</p> <p>Exercises 7 &amp; 8</p>	May 5
May 6	<p><b>Presentation: Significance Testing &amp; Z-Scores</b></p> <p><b>Chapter 9</b> Significantly Significant <b>Chapter 10</b> Only the Lonely; One-Sample Z-Test</p> <p><b>Exercise 9</b> Significance Testing <b>Exercise 10</b> Z-Scores</p>	<p>Chapters 9 &amp; 10</p> <p>Exercises 9 &amp; 10</p>	May 12
May 13	<p><b>Presentation: Means of Different &amp; Related Groups</b></p> <p><b>Chapter 11</b> T(ea) for two: Tests Between the Means of Different Groups <b>Chapter 12</b> T(ea) for two: Tests Between the Means of Related Groups</p> <p><b>Exercise 11</b> Means of Different Groups <b>Exercise 12</b> Means of Related Groups</p>	<p>Chapters 11 &amp; 12</p> <p>Exercises 11 &amp; 12</p>	May 19



May 20	<b>Presentation: Analysis of Variance &amp; Factor Analysis</b> <b>Chapter 13 Two Groups too Many? Analysis of Variance</b> <b>Chapter 14 Two Too Many Factors: Factorial Analysis</b>  <b>Exercise 13 Analysis of Variance</b> <b>Exercise 14 Factorial Analysis</b>	Chapters 13 & 14 Exercises 13 & 14	May 26
May 27	<b>Presentation: Correlation Coefficients &amp; Linear Regression</b>  <b>Chapter 15 Testing Relationships Using the Correlation Coefficient</b> <b>Chapter 16 Predicating Who'll Win the Super Bowl: Using Linear Regression</b> <b>Exercise 15 Correlation</b> <b>Exercise 16 Linear Regression</b>	Chapters 15 & 16 Exercises 15 & 16	June 2
June 3	<b>Chapter 17 Chi-Square &amp; Other Nonparametric tests</b> <b>Chapter 18 Other Statistical Procedures</b> <b>Exercise 17 Nonparametric Tests Communities of Practice Posting</b>	Chapters 17 & 18 Exercise 17  <b>Final Research Proposal</b>	June 9
June 12	<b>Final Research Proposal Presentation – In-class</b>		

