



MASTER OF SCIENCE in  
MARRIAGE and FAMILY THERAPY  
CHAMINADE UNIVERSITY of HONOLULU

School of Education and Behavioral Sciences  
Master of Science in Marriage and Family Therapy

**MFT 616 Statistical Analysis in Quantitative Research**

Online Monday 5:30 PM - 8:20 PM

**Credits: 3      Section: 03      Term: Accel. Summer 2025**

**Class Meeting Dates:**

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Mon 7/7/2025	Mon 7/14/2025	Mon 7/21/2025	Mon 7/28/2025	Mon 8/4/2025	Mon 8/11/2025	Mon 8/18/2025	Mon 8/25/2025	Mon 9/1/2025	Mon 9/8/2025

**Instructor Information**



**Instructor:** Pia Berg Yuen

**Email:** pia.berguyen@chaminade.edu

**Phone:** N/A

**Office Location:** Behavioral Sciences Building in C-TRAC (Curriculum, Technology, Resources, and Assessment Center), 3140 Waialae Avenue (#17 on Campus map)

**Virtual Office Hours:** Mondays after class 8:30-9:30 p.m. and by Zoom appointment

**URL:** <https://us06web.zoom.us/j/86188641393>

**Communication**

Primary communication method is email and I will respond between 24 to 48 hours.

**School & Department Information**

**School of Education and Behavioral Sciences**

Office Location: Behavioral Science, 115

Phone: (808) 735-4720

If you have questions regarding the Marriage & Family Therapy program, reach out to your instructor or Ethan Garrido, Program Manager, Marriage and Family Therapy, School of Education and Behavioral Sciences.

## Course Description & Materials

### Catalog Course Description

Students will learn how to utilize quantitative methods of data analyses to test hypotheses and arrive at testable conclusions as it relates to knowledge within the field of marriage and family therapy.

### **Mission Statement for Master of Science in Marriage and Family Therapy**

The Chaminade MFT Master's program has been developed on a firm foundation in the Marianist Educational Values of a formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change. Each of these five core values are incorporated throughout the program to help graduates develop as not only practitioners but also as whole individuals who are ready to serve families and communities. The aim of the program is to prepare practitioners who think systemically, promote cultural humility and socially just-informed practices and programs, practice evidence-informed couple and family therapy approaches and actively contribute to the ongoing development of the profession in Hawaii. Special attention is given in this program to the honoring of groups including Native Hawaiians and Pacific Islanders, in addition to other diverse populations.

### **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 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 a 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.

Master's students are expected to perform work of higher quality and quantity, however typically a minimum of forty-five hours of student engagement for each student credit hour is required, although instructors may require roughly a third more work than this minimum

undergraduate credit hour requirement. Therefore, a 3-credit master's+ course would typically require an engagement of approximately 135 hours for the average student for whom the course is designed. 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.

Number of hours per class activity:

Educational activity	Expected hours of Student Engagement	Details (if any)
Course attendance/Lecture	15	Synchronous Meetings
Assigned readings	70	
Discussions	15	
Written assignments	10	
Preparing for Final Assignment & Presentation	25	
<b>Total</b>	<b>135</b>	

### Required Materials

- **Required Course text:** Neil J. Salkind & Bruce B. Frey, Statistics for People Who (Think They) Hate Statistics 7th edition (Paperback/eBook)  
ISBN-13: 978-1544381855 ISBN-10: 1544381859
- Online (optional) textbook support (Datasets, Tutorials, Flashcards):  
<https://edge.sagepub.com/salkindfrey7e/studentresources>
- **Required Statistical Software Package:** SPSS 27 or higher. To receive access to SPSS send an email to Client Services Unit [cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu) or call (808) 735-4855, with your information, as well as the operating system of your device (MacOS or Windows).

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

Canvas will be used as the primary learning management system for this course. The course content will be posted on Canvas, where students will be able to access the syllabus, any additional readings, assignments, quizzes, and announcements.

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files.

Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software, please feel free to contact me or Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

**Need help using Canvas Assignments?** If so, please review the following guide: [Canvas Student Guide - Assignments](#)

### Technical Assistance

- **Chaminade Client Services (during business hours)**
  - Email: [cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu)
  - IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu)
  - Phone: (808) 735-4855
- **Canvas Support (incl. 24/7 support)**
  - [Live chat with Canvas Support for Students](#)
  - Canvas Support Hotline for students: +1-833-209-6111
  - Search for help on specific topics or get tips in Canvas Students
  - Online tutorials: click on “Students” role to access tutorials

### Course Technology Privacy Information

Chaminade University prioritizes the privacy of student and employee data, adhering to FERPA and other relevant regulations. [Course Technology Privacy Information](#)

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion this MS-MFT, the student will be able to:

1. PLO1: Students will develop a coherent personal theoretical framework founded in relational/systemic practice, theories, models and philosophy in MFT.  
(Addresses FCA 1 COAMFTE)
2. PLO2: Students will apply systemic/relational theoretical and evidence-based approaches in assessment, diagnosis, case conceptualization, and intervention to meet the diverse needs of individuals, couples, and families.  
(Addresses FCA 2 & 7 COAMFTE)
3. PLO3: Students will employ ethical, professional and legal guidelines consistent with the standards and identity of marriage and family therapy.  
(Addresses FCA 5 COAMFTE)
4. PLO4: Students will utilize current trends and research methods in the field to conduct and critically evaluate research within the practice of marriage and family therapy.  
(Addresses FCA 4 COAMFTE)

5. PLO5: Students will cultivate a socially just and culturally responsive therapeutic practice with a critical self-awareness of intersections of identities within a developmental and family life cycle framework.  
(Addresses FCA 3 & 6 COAMFTE)

### **Course Learning Outcomes (CLOs)**

At the completion of this course, MSMFT students will be able to:

1. Describe the application of quantitative methods of data analyses as it relates to marriage and family therapy (PLO4)
2. Analyze available data to create hypotheses with testable conclusions as it relates to knowledge within the field of marriage and family therapy (PLO3, PLO4)
3. Utilize SPSS in data entry, coding of variables, performing statistical functions, and output for analysis (PLO4)

### **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.

### **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 (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school.

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
<b>Marianist Vaues</b>	4	4,5	5
<b>PLOs</b>	4	3, 4	4
<b>Native Hawaiian Values</b>	4	4,5	5

Course Activities		
Course Learning Outcomes (CLO)	Assessment & Description	Contribution (%) to Final Grade
1. Describe the application of quantitative methods of data analyses as it relates to marriage and family therapy (PLO4)	7 Discussion Posts: 7*2 points each = 14 points	14%
	16 Quizzes: 16*2 points each = 32 points	32%
	1 Ethics Article Review = 3 points	3%
2. Analyze available data to create hypotheses with testable conclusions as it relates to knowledge within the field of marriage and family therapy (PLO3, PLO4)	9 Assignments Using SPSS: 9*3 points = 27 points	27%
	2 Class Assignment (without SPSS): 2*2 points = 4 points	4%
3. Utilize SPSS in data entry, coding of variables, performing statistical functions, and output for analysis (PLO4)	1 Final Assignment = 20 points	20%

### Discussion Posts

Selected units will have discussion questions that allow for demonstration of knowledge of the key chapter concepts, community building, reflection, and critical thinking. Grading includes original posting and response to peer(s).

### Response Guidelines:

- Write a response of at least 150 words.
- Use at least one reference from the readings or videos.
- Your post should be analytical and reflective – go beyond agreement or summary to offer insight or connection to your own context.

**Initial Post:** Respond to your prompt by **Friday at 11:59 p.m.**

**Peer Response(s):** Reply to at least one classmate by **Sunday at 11:59 p.m.**

### Chapter Quizzes

Each week you will complete practice chapter quizzes on our Canvas LMS. Chapter quizzes will assess your comprehension of key concepts, theories, and applications from your assigned textbook reading. These online quizzes, consisting of multiple-choice, true/false, fill-in the blank and/or short-answer questions are designed to reinforce learning and prepare you for class discussions. These quizzes will provide immediate feedback and contribute to your overall course grade. You may retake your quiz multiple times. Quizzes are due **Sunday at 11:59 p.m.**

### Ethics Article Review

You will read and review an ethics article. You will share your review in an online discussion forum. Remember to reference your article according to APA guidelines in your post. Through this collaborative effort, you will improve your understanding of quantitative data analysis and ethics.

**Initial Post:** Respond to your prompt by **Friday at 11:59 p.m.**

**Peer Response(s):** Reply to at least one classmate by **Sunday at 11:59 p.m.**

### Assignments Using SPSS

The weekly assignments will focus on the application of the scientific method to assess relationships between variables and hypothesis testing. Selected questions will have you perform the calculations manually. These questions are intended to do a hands-on practice, you must show your calculations and procedures. Other questions will have exercises to help you understand and perform SPSS analysis, including entry, coding of variables, performing statistical functions, and output. They will allow you to demonstrate your comprehension and ability to apply your new knowledge. You will report your work and provide SPSS output (preferably in 10 pages or less). The assignments will help you retain previously learned knowledge.

Assignment is due **Sunday at 11:59 p.m.**

### Class Assignments (without SPSS)

Selected units will have class assignments that allow for community building, reflection, critical thinking and fun. Grading contributes to your overall course grade.

## Final Assignment

The final individual assignment requires you to demonstrate your understanding of the scientific method by evaluating variable relationships and conducting hypothesis testing. Data related to marriage and family therapy is highly encouraged for this assignment. You will analyze your data to create hypotheses with testable conclusions. You are expected to have a report consisting of a minimum of 10 pages (max 15 pages). Make sure to include the following pages: 1- Cover page 1- Abstract page, 1- References, and 1- page including some type of statistical graph(s) with proper captions. Again, I will be looking for the APA format but, more importantly, for your critical thinking and your interpretation, i.e., reaction/thoughts.

The idea with the presentations is that it will help you prepare for the delivery of the final assignment. For example, you may choose to explore the relationship between two variables X and Y using a linear regression model. To present your draft final assignment, begin with an introduction that sets the context and states your research question. Follow this by describing your data, variables, and the linear regression methodology, including the model equation and assumptions. In the results section, visually present your findings with scatter and residual plots, then interpret key regression output elements like coefficients, p-values, and R-squared. Conclude by discussing your findings in context, acknowledging limitations, offering implications or recommendations, and summarizing your main points, always ensuring your presentation is concise and visually clear.

Final Assignment is due **Sunday at 11:59 p.m.**

## Course Policies

### Attendance

Since this is a graduate course requiring students to engage fully, it is important to attend every class. You are responsible for informing the instructor prior to the start of class should an emergency prevent you from attending. Please note that regardless of reason, more than one (1) missed class will result in a failing grade. If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

### Late Work

Assignments must be turned in at the beginning of class on the day they are due. Late assignments will be penalized by 10% of the grade earned per day late. Unexcused absences on exam days and in-class assignments cannot be made up and will result in a score of zero (0) for the exam or assignment. Students must provide documented evidence of an approved excused absence.

## Changes to the Syllabus

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

## Grades of Incomplete

Incomplete grades are not automatically issued without prior correspondence with the instructor. An Incomplete grade may be provided to a student when most of the course requirements have been completed, and the remaining assignment(s) was not able to be submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.

## Final Grades

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

A = 90% and above

B = 80-89%

C = Fail and will need to retake the course

## MS-MFT Program Information

### MS-MFT Student Disposition Expectations

As a therapist in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped or “red flagged” for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills (Neukrug, 1999).

Neukrug, E. (1999). The world of the counselor. Pacific Grove, CA.: Brook/Cole.

### Ethical Behavior of MS-MFT Students

Students will abide by the American Association of Marriage and Family Therapy (AAMFT) Code of Ethics. It is your responsibility to be familiar with the guidelines. Ethical violations are serious and may lead to disciplinary action, which could lead to separation from the MS-MFT program.

### Expectations for online classes

If any or all your class meetings are held online, these are the expectations:

1. Please find a space to log in to your video conferencing enables device, that is quiet and private, preferably within a room with the door closed. Often classroom discussions involve private or confidential information such as when discussing examples of client cases or consulting real clients, and thus the need for privacy.
2. While in class, you should have your video turned on and be muted to minimize background noise unless you are speaking, asking or answering questions. At different times during the class such as during discussions (before or after the lecture), role-plays, presentations, and when you are engaging with peers and the instructor, the instructor and your classmates should be able to see and hear you.

### Writing Policy

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page. Please refer to the syllabus for paper submissions, over Canvas or hard copy/printed in class.

### Plagiarism

Any submitted assignments containing a portion of someone else's work i.e. full sentences, sections, or paragraphs that are copied verbatim AND is not cited and referenced correctly, is plagiarism. Students will automatically receive a grade of 0 for that assignment and possible department and college-level consequences.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation.

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they can not be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted
- If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me. You are prohibited from using generative AI to write any part of the Final Theory paper in this

course. The consequences may be and are not limited to a zero grade for the Final paper, possible failing grade for the course, and notification to the program/university.

### **General expectations and requirements**

Students are expected to:

1. Attend class consistently and punctually. If you know you are going to be absent, please inform the instructor at your earliest opportunity. You are responsible for obtaining all material when you miss a class. Missing class time will have a negative effect on your learning and likely your grade.
2. Complete assigned readings prior to the date of discussion in class and be prepared to participate respectfully in class discussions with questions and comments from the readings, the information presented in class, and your own ideas.
3. Complete assignments by the beginning of class on the date they are due. All assignments must follow the writing policy.
4. At the graduate level, learning is primarily student-generated and is supplemented by course instruction. Therefore, the responsibility rests upon the student to master the material.

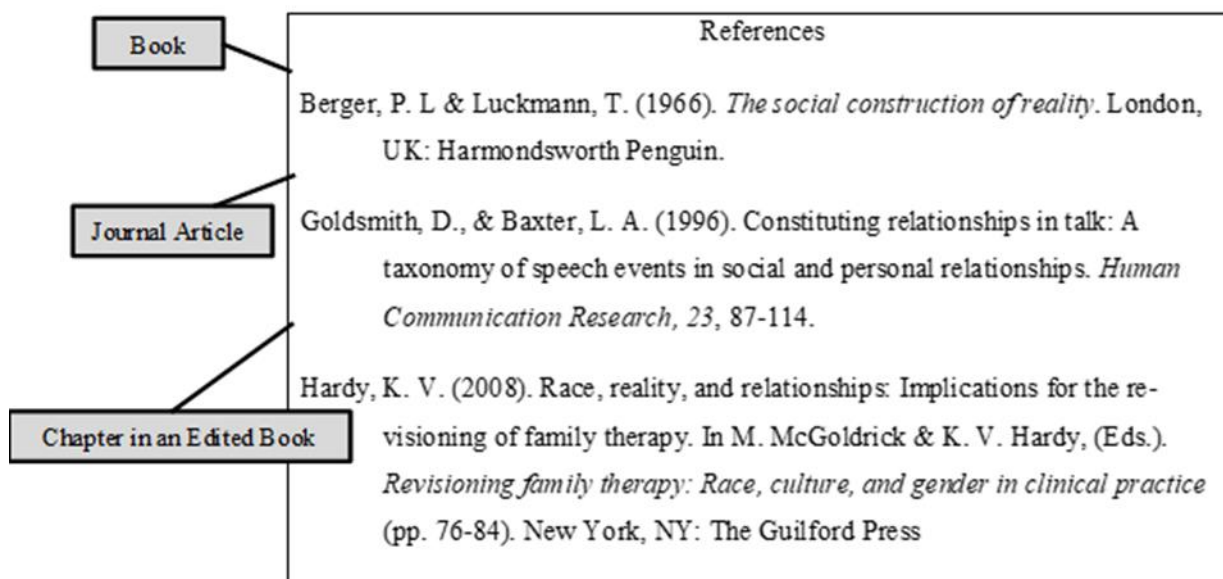
### **Readings**

The readings have been intentionally selected to contribute substantive material to the course. That is, the readings are not supplemental to the course, they are central. Therefore, prior to each class, significant preparation and reading is necessary. Please be able to access the readings when you are in class.

### **Citations and References**

- 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' awareness of their identity intersections and they turn towards mutually supporting each other" (Hawkins, 2016, 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.
- Example of how to cite a direct quote:

- There is evidence that couples become more aware of their identity, such as race and religion after becoming parents (Hawkins, 2016).
- 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/>
- Your last page will be the Reference page, listing your full source/references.
- Examples of references in APA format:



## 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](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.

## Course Schedule

Week	Topic	Readings & Tasks	Assignments Due
<b>Week 1</b> 7/7	Descriptive Statistics	N. J. Salkind and B. B. Fry: <b>Chapter 2</b> Computing and Understanding Averages, <b>Chapter 3</b> Understanding Variability: Vive la Différence, <b>Chapter 4</b> Creating Graphs: A Picture Really Is Worth a Thousand Words, and <b>Appendix A</b> <b>Discussion Post 1</b> <b>Chapter Quizzes: 2, 3 and 4</b> <b>Assignment using SPSS Week 1</b>	Sun 7/13 @ 11:59 PM
<b>Week 2</b> 7/14	Relationships, Reliability and Validity  & Ethics	N. J. Salkind and B. B. Fry: <b>Chapter 5</b> Computing Correlation Coefficients: Ice cream and Crime, <b>Chapter 6</b> An Introduction to Understanding Reliability and Validity: Just the Truth, <b>Ethics Article</b> <b>Discussion Post 2</b> <b>Chapter Quizzes: 5 and 6</b> <b>Ethics Article Review</b> <b>Assignment using SPSS Week 2</b>	Sun 7/20 @ 11:59 PM
<b>Week 3</b> 7/21	Hypothesis Testing and Probability	N. J. Salkind and B. B. Fry: <b>Chapter 7</b> Hypotheticals and You: Testing Your Questions, <b>Chapter 8</b> Probability and Why It Counts: Fun With a Bell-Shaped Curve <b>Class Assignment 1</b> <b>Chapter Quizzes: 7 and 8</b> <b>Assignment using SPSS Week 3</b>	Sun 7/27 @ 11:59 PM
<b>Week 4</b> 7/28	Inferential Statistics	N. J. Salkind and B. B. Fry: <b>Chapter 9</b> Significantly Significant: What It Means for You and Me, <b>Chapter 10</b> The One-Sample z Test: Only the Lonely <b>Discussion Post 3</b> <b>Chapter Quizzes: 9 and 10</b> <b>Assignment using SPSS Week 4</b>	Sun 8/3 @ 11:59 PM

<b>Week</b>	<b>Topic</b>	<b>Readings &amp; Tasks</b>	<b>Assignments Due</b>
<b>Week 5</b> 8/4	t-Test for independent and dependent samples	N. J. Salkind and B. B. Fry: <b>Chapter 11</b> t(ea) for Two: Tests Between the Means of Different Groups, <b>Chapter 12</b> t(ea) for Two [Again]: Tests Between the Means of Related Groups <b>Discussion Post 4</b> <b>Chapter Quizzes: 11 and 12</b> <b>Assignment using SPSS Week 5</b>	Sun 8/10 @ 11:59 PM
<b>Week 6</b> 8/11	Analysis of Variance (ANOVA) and Factorial ANOVA	N. J. Salkind and B. B. Fry: <b>Chapter 13</b> Two Groups Too Many? Try Analysis of Variance, <b>Chapter 14</b> Two Too Many Factors: Factorial Analysis of Variance - A Brief Introduction <b>Class Assignment 2</b> <b>Chapter Quizzes: 13 and 14</b> <b>Assignment using SPSS Week 6</b>	Sun 8/17 @ 11:59 PM
<b>Week 7</b> 8/18	Testing the Correlation Coefficient	N. J. Salkind and B. B. Fry: <b>Chapter 15</b> Testing Relationships Using the Correlation Coefficient: Cousins or Just Good Friends? <b>Discussion Post 5</b> <b>Chapter Quizzes: 15</b> <b>Assignment using SPSS Week 7</b>	Sun 8/24 @ 11:59 PM
<b>Week 8</b> 8/25	Linear Regression	N. J. Salkind and B. B. Fry: <b>Chapter 16</b> Using Linear Regression: Predicting the Future <b>Discussion Post 6</b> <b>Chapter Quizzes: 16</b> <b>Assignment using SPSS Week 8</b>	Sun 8/31 @ 11:59 PM
<b>Week 9</b> 9/1	Multiple Regression	N. J. Salkind and B. B. Fry: <b>Chapter 16</b> Using Linear Regression: Predicting the Future, and <b>Multiple Regression (handout)</b> <b>Discussion Post 7</b> <b>Chapter Quizzes: On multiple regression</b> <b>Assignment using SPSS Week 9</b>	Sun 9/7 @ 11:59 PM
<b>Week 10</b> 9/8	Final Assignment - Presentations	N. J. Salkind and B. B. Fry + handouts: <b>Review</b> <b>Presentations</b> <b>Final Assignment using SPSS Week 10</b>	Sun 9/14 @ 11:59 PM

*Instructor reserves the right to modify the course schedule based on class needs and dynamics of current events.*