



School of Education and Behavioral Sciences
Doctor of Marriage and Family Therapy

**DMFT 8012-90-7 Quantitative Research Methods &
MFT 616-90-3 Statistical Analysis in Quant Research**

Hybrid; Thursday 6:00 a.m. - 8:00 a.m. HST
Credits: 3 Sections: 90-7 and 90-3 Term: Accel. Fall 2025

Synchronous Class Meeting Dates and Times:

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Thurs. 10/9/2025 6AM-8AM HST		Thurs. 10/23/2025 6AM-8AM HST		Thurs. 11/6/2025 6AM-8AM HST		Thurs. 11/20/2025 6AM-8AM HST			Thurs. 12/11/2025 6AM-8AM HST

Class Zoom Link: <https://us06web.zoom.us/j/2522613708?omn=81220993728>

Instructor Information



Instructor: Pia Berg Yuen

Email: pia.berguyen@chaminade.edu

Phone: N/A

Office Location: Behavioral Sciences Building in C-TRAC,
3140 Waialae Avenue (#17 on Campus map)
Honolulu, HI 96816
www.chaminade.edu

Virtual Office Hours: Please book an appointment via email

URRL: <https://us06web.zoom.us/j/2522613708?omn=81220993728>

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 Doctor of Marriage and Family Therapy (DMFT) or Master of Science in Marriage and Family Therapy (MFT) program, reach out to your instructor or the School of Education and Behavioral Sciences; Ethan Garrido, Program Manager, Marriage and Family Therapy, email: ethan.garrido@chaminade.edu.

Course Description & Materials

Catalog Course Description

This course explores quantitative research methods, focusing on designing and analyzing research in the context of family therapy. Students will engage with sophisticated data collection strategies, statistical techniques, and SPSS for clinical data analysis. The course emphasizes the evaluation of validity, reliability, and ethical considerations in family therapy research, preparing students to critically assess and apply quantitative research findings in clinical settings.

Mission Statement for Doctorate in Marriage and Family Therapy

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.

Derived from our mission, the program has identified the following Program Goals:

1. Prepare graduates who are advanced MFT clinicians.
2. Prepare graduates who are competent in MFT teaching, leadership, and/or consultation and clinical supervision.
3. Prepare graduates who are competent in various MFT research methods and/or program development.
4. Prepare graduates who think systemically, embody adaptation and change, and promote cultural humility, service, justice, health, and peace.

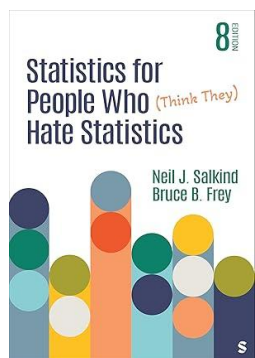
Credit Hour Policy

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.

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	10	Synchronous class meetings
Assigned readings	50	
Discussions	10	
Written assignments	45	
Preparing for Final Assignment & Presentation	20	
Total	135+	

Required Materials



- **Required Course text:** Neil J. Salkind & Bruce B. Frey, Statistics for People Who (Think They) Hate Statistics 8th edition (Paperback/eBook)
ISBN-13: 978-1071855508 ISBN-10: 1071855506
- Online (optional) textbook support (Datasets, Tutorials, Flashcards): <https://edge.sagepub.com/salkindfrey7e/student-resources>

- **Required Statistical Software Package:** SPSS 27 or higher. To receive access to SPSS send an email to Client Services Unit 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 (LMS) for this course. The course content will be posted on Canvas, where students will be able to access the syllabus, any additional readings, discussions, 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 several free software programs online that can be downloaded for free. If you need assistance with locating software, please feel free to contact instructor or Chaminade Help Desk at 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
 - IT Helpdesk for technical issues: helpdesk@chaminade.edu
 - Phone: (808) 735-4855
- **Canvas Support (incl. 24/7 support)**
 - [Live chat with Canvas Support for Students](#)
 - Canvas Support Hotline (Students): +1-877-251-6615
 - Search for help on specific topics or get tips in Canvas Students, click  [Help](#)
 - For online, on-demand tutoring and academic coaching services, visit [Canvas](#) and sign in using your Chaminade ID and password. Once signed in, click Account, then click Tutor.com. Click Connect Now, fill out the form, then click Connect Now again.

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)

1. 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).

2. 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).
3. 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).
4. Students will use and evaluate quantitative and qualitative MFT clinical to improve clinical process and outcomes (Addresses ACA 1 COAMFTE).
5. Students will cultivate a coherent and competent program of MFT supervision (Addresses ACA 4 COAMFTE).
6. Students will 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 ethics and competence 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 (CLOs)

At the completion of this course, DMFT/MFT 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 to ensure the credibility and trustworthiness of its findings (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)

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. Integral, quality education
3. Education in family spirit
4. Education for service, justice and peace, and integrity of creation
5. Education 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 (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	CLO 4
Marianist Values	4	4, 5	5	3, 5
PLOs	1, 4	4	4	3, 4
Native Hawaiian Values	4	4, 5	5	3, 5

Course Activities		
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)	Weekly Chapter Assessments 14 Quizzes and 2 Surveys: 16*2 points = 32 points 9 Assignments using SPSS: 9*3 points = 27 points	59 points (59%)
2. Recognize and assess validity, reliability and generalizability in evaluating quantitative research studies to ensure the credibility and trustworthiness of its findings (PLO4)	Final Assignment 1 Research Report = 15 points 1 Presentation/Peer Review = 5 points	20 points (20%)
3. Describe a variety of research methods including questionnaires and survey research, secondary data analyses, meta-analysis and more (PLO4)	Discussions and Interpreting Statistical Results 6 Discussion Posts: 6*2 points each = 12 points	12 points (12%)
4. Analyze ethical issues that arise in quantitative research approaches (PLO3; PLO4)	Chapter Exercises 1 Ethics Article Review = 5 points 2 Class Assignments (without SPSS): 2*2 points = 4 points	9 points (9%)
Total		100 points (100%)

Discussions Posts

Selected units will have discussion questions that allow for demonstration of knowledge of the key chapter concepts and methods, reflection, and critical thinking. Discussion posts are also used to build a sense of community. Grading includes original posting and response to peer(s).

- Your discussion post should be at least 200 words and include insightful and meaningful interpretation of the week's topic(s).
- Write a peer 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 **Sunday at 11:59 p.m.**

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

Ethics Article Review

You will read and review an ethics article. You will share your review in the Canvas discussion forum. Remember to reference your article according to APA 7 guidelines in your post. Through this collaborative effort, you will analyze and improve your understanding of ethical issues that arise in quantitative research approaches.

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

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

Chapter Quizzes/Surveys

Each week you will complete practice chapter quiz(-zes) on your 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 on **Tuesday at 11:59 p.m.**

Assignments Using SPSS

The nine weekly assignments will focus on the application of the scientific method to assess relationships between variables and hypothesis testing. Selected questions will require you to do the calculations by hand. These problems are designed for hands-on practice, so you must show all your work and procedures. Other questions will have you practice using SPSS. These exercises will help you understand how to enter and code variables, perform statistical functions, and interpret the output. You'll demonstrate what you've learned by reporting your work and including the SPSS output. These assignments are designed to help you retain your new knowledge.

Assignment using SPSS is due on **Thursday at 11:59 p.m.**

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. If you cannot find real-world data, you may use simulated data. You will analyze your data to create hypotheses with testable conclusions.

To effectively evaluate your quantitative research study, you must assess it for *validity*, *reliability*, and *generalizability*, as these are the three core criteria that ensure the credibility and trustworthiness of your findings. Validity ensures the research accurately measures what it intends to, with internal validity confirming that the observed effects are genuinely caused by the variables being studied, and external validity determining if the results can be applied to other contexts. Reliability is the measure of a study's consistency, meaning that the same results would be produced if the study were repeated under identical conditions. Finally, generalizability (or external validity) is the

ability to apply the study's conclusions to a larger population or different situations, which is crucial for making the findings broadly relevant.

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.

You are expected to have a report consisting of a minimum of 10 pages (max 20 pages).

Format your research report according to the **APA 7th edition guidelines**, including the section for results. Make sure to include at least one page with some type of statistical figure(s) with proper captions in addition to your SPSS output table(s). The report should include the following key sections:

- **Cover**
- **Abstract**
- **Introduction**
- **Literature Review**
- **Method**
 - **Participants**
 - **Measures**
 - **Name of the instrument**
 - **Purpose**
 - **Number of items**
 - **Scoring**
 - **Reliability and validity**
 - **Data Analysis**
 - **Statistical software**
 - **Statistical tests**
 - **Justification**
 - **Significance level**
- **Results**
- **Discussion/Conclusion**
- **References**
- **Appendices (Optional)**

Again, I will be looking for the APA format but, more importantly, for your critical thinking and your interpretation, i.e., reaction/thoughts.

Rubric for each criterion:

- **Mastery (1.5 points):** The work is excellent and complete.
- **Approaching (1 point):** The work is good but has minor errors or is missing some details.
- **Emerging (0.5 points):** The work shows an attempt but has significant errors or is incomplete.
- **No Attempt (0 points):** The criterion was not addressed.

A detailed rubric will accompany the assignment.

As you prepare to **present** a *draft* of your quantitative research report in class, note that this is a key step in strengthening your final paper. This **peer review** opportunity is designed to tap into the collective knowledge of our class, helping you pinpoint areas for improvement before you submit the final version.

Presenting your draft to your classmates offers a unique opportunity to test your research's clarity, logic, and impact in a low stake setting. Your peers will be your audience, allowing you to identify and fix any potential confusion, tighten your arguments, and enhance your reporting before the submission of your final assignment. You're free to choose the presentation style that works best for you and your topic. You might use PowerPoint or Google Slides to show your main points visually, or you could simply share your screen to guide everyone through a website or a document. For a more direct, personal approach, a clear oral description is also a great option. A good time estimate for your class presentation is typically 10-15 minutes.

To make this process a success, please come ready to not only present your own work but also to provide thoughtful, constructive criticism to your colleagues. Your active participation in giving feedback will benefit the entire class.

Presentation/Peer Review is due **Thursday 12/11** in online class **6 AM to 8 AM HST**.
Final Assignment is due **Sunday 12/14 at 11:59 PM HST**.

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.

Class Assignment (without SPSS) is due on **Thursday** in online class **6 AM to 8 AM HST**.

Course Policies

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and plan to complete missed assignments. Missing more than one class may result in a failing grade and having to retake the course. 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Three tardies is equivalent to one unexcused absence.

Late Work

All assignments need to be submitted online on Canvas by the due date before 11:59 p.m. 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 an up to 50% late deduction.

In cases of emergent or unanticipated events, the instructor may give an extension only if a) the request is received prior to the due date and b) you provide documentation. All assignments must be completed within the time frame of this course and there will not be any extensions for the final week's assignments. No work will be accepted after the last week of the term. If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive. An exception will be made only in extraordinary circumstances with direct permission from the instructor.

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.

Grading Scale

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

A = 90% and above

B = 80-89%

C = 79% and below - Fail and will need to retake the course

Program Information

Ethical Behavior of 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 program.

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 date and time 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.

A copy of the [Student Code of Conduct](#) is available on the Chaminade website.

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 Standards

All work submitted by Chaminade University students within the DMFT/MFT 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 or Arial 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.

Readings

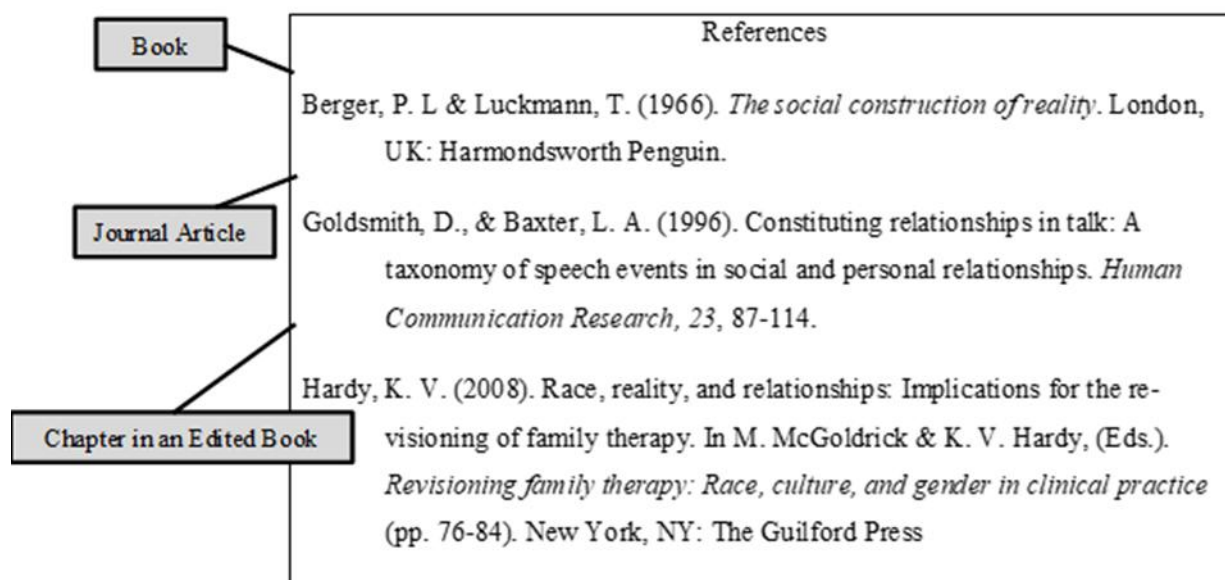
The readings have been intentionally selected to contribute substantive material to the course. That is, the readings are not supplemental to the course, they are central. Therefore, prior to each class, significant preparation and reading is necessary. Please be able to access the readings when you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

Library Resources: [Sullivan Family Library - Psychology](#)

Citations and References

- Guide to APA format: [APA Library Guide](#)
- 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 Academic Affairs Policy website.

DMFT Policy on 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 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.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they cannot 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 content as your own in an assignment or discussion posts. You should not be using AI to write most of an assignment or paper, even if you slightly rephrase it afterward. If the AI did the core thinking, research synthesis, or composition, it would be prohibited.
- Circumventing the learning goal: Using AI to solve a complex math/statistics problem when the purpose of the assignment was to develop that specific skill yourself.
- 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.

- You are prohibited from using generative AI to write any part of the Final Assignment Report on this course. However, using AI tools to generate simulated raw data for academic projects is an increasingly viable and valuable option when real-world data isn't accessible. This approach allows students to practice data analysis, modeling, and interpretation skills without the constraints of data scarcity. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).
- Uploading private data: Inputting any personal, confidential, or proprietary information into a public-facing AI tool. These tools often use user inputs to train their models, which can compromise data privacy.

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. 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.

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.

Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | 808-735-4845 | counselingcenter@chaminade.edu | <https://chaminade.edu/student-life/counseling-center/counseling-services/>
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate based on 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 on 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).

<https://chaminade.edu/kokua-ike/ada-accommodations/>

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment | 808-739-8305 | kokuaike@chaminade.edu | <https://chaminade.edu/kokua-ike/>. 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 is sent out to their instructors.

Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed. Failure to provide written documentation will prevent

your instructor from making the necessary accommodation. Please direct any questions to the Dean of Students | 808-735-4710 | deanofstudents@chaminade.edu.

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/>

| 808-735-4845 | counselingcenter@chaminade.edu.

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 such as English, math, nursing, sciences, social sciences, academic skills, 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. [Learn more about Tutoring and Academic Coaching Services](#)

Free online tutoring is also available via TutorMe. TutorMe can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at | 808-739-8305 | tutoring@chaminade.edu.

Course Schedule			
Week	Topic	Readings & Tasks	Assignments Due
Week 1 Thurs. 10/9 Class meeting	Welcome Syllabus Pre-course survey & Descriptive Statistics	N. J. Salkind and B. B. Frey: Appendix A: SPSS STATISTICS IN LESS THAN 30 MINUTES (pp. 273-287) Chapter 1 Statistics or Sadistics? It's Up to You Chapter 2 What Do Your Data Look Like? Summarizing and Picturing Distributions Discussion Post 1: Student Introduction Chapter Quizzes: 1 and 2 Week 1 Assignment using SPSS	Discussion and Quizzes due: Tues 10/14 @ 11:59 p.m. HST Assignment due: Thurs 10/16 @ 11:59 p.m. HST

Week	Topic	Readings & Tasks	Assignments Due
Week 2 Thurs. 10/16	Relationships, Reliability and Validity & Ethics	N. J. Salkind and B. B. Frey: Chapter 3 Computing Correlation Coefficients: Ice cream and Crime Chapter 4 Reliability and Validity: Tell the Truth, Precisely the Truth Discussion Post 2: Ethics Article Review Chapter Quizzes: 3 and 4 Week 2 Assignment using SPSS	Discussion and Quizzes due: Tues 10/21 @ 11:59 p.m. HST Assignment due: Thurs 10/23 @ 11:59 p.m. HST
Week 3 Thurs. 10/23 Class meeting	Hypothesis Testing and Probability	N. J. Salkind and B. B. Frey: Chapter 5 The Normal Curve: It's Shaped Like a Bell and It's Everywhere Chapter 6 Hypotheticals and You: Making Guesses Class Assignment 1 Chapter Quizzes: 5 and 6 Week 3 Assignment using SPSS	Class Assignment 1 and Quizzes due: Tues 10/28 @ 11:59 p.m. HST Assignment due: Thurs 10/30 @ 11:59 p.m. HST
Week 4 Thurs. 10/30	Inferential Statistics	N. J. Salkind and B. B. Frey: Chapter 7 Significance: Not Everything That Can Be Counted Counts Chapter 8 Single Samples: One Group All Alone Discussion Post 3 Chapter Quizzes: 7 and 8 Week 4 Assignment using SPSS	Discussion and Quizzes due: Tues 11/4 @ 11:59 p.m. HST Assignment due: Thurs 11/6 @ 11:59 p.m. HST
Week 5 Thurs. 11/6 Class meeting	t-Test for independent and dependent samples & Analysis of Variance (ANOVA)	N. J. Salkind and B. B. Frey: Chapter 9 t(ea) for Two: Comparing Two Means Chapter 10 More Than Two Groups? Analysis of Variance to the Rescue Class Assignment 2 Chapter Quizzes: 9 and 10 Week 5 Assignment using SPSS	Class Assignment 2 and Quizzes due: Tues 11/11 @ 11:59 p.m. HST Assignment due: Thurs 11/13 @ 11:59 p.m. HST

Week	Topic	Readings & Tasks	Assignments Due
Week 6 Thurs. 11/13	Factorial ANOVA	N. J. Salkind and B. B. Frey: Chapter 11 Two [or More] ANOVAs in One: Factorial Analysis of Variance Discussion Post 4 Chapter Quiz: 11 Week 6 Assignment using SPSS	Discussion and Quiz due: Tues 11/8 @ 11:59 p.m. HST Assignment due: Thurs 11/20 @ 11:59 p.m. HST
Week 7 Thurs. 11/20 Class meeting	Testing the Correlation Coefficient & Linear Regression	N. J. Salkind and B. B. Frey: Chapter 12 Correlation Coefficients and Regression: Can You Relate? Discussion Post 5 Chapter Quiz: 12 Week 7 Assignment using SPSS	Discussion and Quiz due: Tues 11/25 @ 11:59 p.m. HST Assignment due: Thurs 11/27 @ 11:59 p.m. HST
Week 8 Thurs. 11/27	Chi-Square and Some Other Nonparametric Tests	N. J. Salkind and B. B. Frey: Chapter 13 Chi-Square and Some Other Nonparametric Tests: What to Do When You're Not Normal Discussion Post 6 Chapter Quiz: 13 Week 8 Assignment using SPSS	Discussion and Quiz due: Tues 12/2 @ 11:59 p.m. HST Assignment due: Thurs 12/4 @ 11:59 p.m. HST
Week 9 Thurs. 12/4	Post-course survey & Multiple Regression	N. J. Salkind and B. B. Frey: Chapter 14 Some Other [Important] Statistical Stuff You Should Know About Multiple Regression (handout) Chapter Quiz: 14 Week 9 Assignment using SPSS	Quiz due: Tues 12/9 @ 11:59 p.m. HST Assignment due: Thurs 12/11 @ 11:59 p.m. HST
Week 10 Thurs. 12/11 Class meeting	Final Assignment – Presentations/Peer Review	N. J. Salkind and B. B. Frey + handouts: Presentations/Peer Review Course Review Week 10 Final Assignment using SPSS	Final Assignment due: Sun 12/14 @ 11:59 p.m. HST

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