



School of Family Sciences

Masters of Science in Marriage and Family Therapy

MFT617 Research Methods & Writing

Online Synchronous, Tuesday 5:30-8:20pm HST | Credits: 3 | Section: 90-3 | Term: Fall 2026

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Class meeting 10/6	ASync	Class meeting 10/20	ASync	Class meeting 11/3	ASync	Class meeting 11/17	ASync	Class meeting 12/1	ASync

Instructor Information

Instructor	 <i>Deneen Wong, LMFT</i>
Email	<i>deneen.wong@chaminade.edu</i>
Phone	<i>(808) 739-7450</i>
Office Location	<i>Behavioral Sciences 116</i>
Office Hours	<i>By appointment</i>

Communication

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

School & Department

School	School of Family Sciences
Location	Behavioral Sciences 115
Phone	(808) 735-4720
Questions?	Contact your instructor or the School of Family Sciences

MS-MFT Program ExpectationsDescription & MateCourse Description & Materials

The expectations below reflect the advanced academic, clinical, ethical, and professional standards of a masters level education in Marriage and Family Therapy and supplement the University wide policies contained elsewhere in this syllabus.

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 of your class meetings are held online, these are the expectations:

1. Please find a space to log in on your video conferencing enabled 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 on 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.

Course Description & Materials

Catalog Description

This course is an introduction of quantitative, qualitative, and mixed methods research approaches, including study design, data collection, analysis, and interpretation in the application and integration of marriage and family therapy outcome and process research. There is an emphasis on developing knowledge necessary to understand the results of and apply the methods of marriage and family research through an exploration of applied research methods, and relevant research findings, and the expansion of a research writing style. This course emphasizes the ethical and cultural considerations required in conducting research with diverse populations. Students will develop proficiency in critically evaluating research literature, formulating research questions, designing studies, and research writing techniques.

Course Snapshot

Modality	Online Synchronous
Meeting Location	<u>Zoom Classroom</u>
Time Commitment	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. Masters 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 masters+ course would typically require 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.
Required Materials	Williams, L., Patterson, J., & Edwards, T. M. (2018). Clinician's guide to research methods in family therapy: Foundations of evidence-based practice. Guilford Publications. <i>All other readings will be provided & posted on Canvas. Readings are from the following texts:</i> APA. (2020). Publication Manual of the American Psychological Association,. Washington, DC: American Psychological Association. Beitin, B. K. (2008). Qualitative research in marriage and family therapy: Who is in the interview. Contemporary Family Therapy, 30, 48-58 Creswell, J. W., & Poth, C. N. (2016). Qualitative inquiry and research design: Choosing among five approaches. Sage publications. Dane, F. C., & Carhart, E. (2022). Evaluating research: Methodology for people who need to read research. Sage Publications. Friedman, B. D. (2021). Community-based participatory action research: It's all about the community. San Diego: Cognella Gilgun, J. F., & Sussman, M. B. (1996). The methods and methodologies of qualitative family research. Routledge. Greenstein, T. N., & Davis, S. N. (2012). Methods of family research. Sage publications. Kim, S. J. (2024). Research ethics and issues regarding the use of ChatGPT-like artificial intelligence platforms by authors and reviewers: a narrative review. Science Editing, 11(2), 96-106. Kovach, M. (2021). Indigenous methodologies: Characteristics, conversations, and contexts. University of Toronto press. Liamputtong, P. (2009). Qualitative data analysis-conceptual and practical considerations. Health promotion journal of Australia, 20(2), 133-139 Miller, R. B., & Johnson, L. N. (2014). Advanced methods in family therapy research. New York, NY: Routledge. Rossmann, G. B., & Rallis, S. F. (2016). An introduction to qualitative research: Learning in the field. Sage Publications. Ruel, E., Wagner-Huang, W. E., & Gillespie, B. J. (2015). The practice of survey research: Theory and applications. Sage Publications. Smith, L. T. (2021). Decolonizing Methodologies: Research and Indigenous Peoples. London: Zed Books. Sprenkle, D. H., & Piercy, F. P. (Eds.). (2005). Research methods in family therapy. Guilford Press. Wilson, S. (2020). Research is ceremony: Indigenous research methods. Fernwood publishing.
Canvas	Course materials, announcements, and grades are posted to Canvas (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.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1. Students will develop a coherent personal theoretical framework founded in relational/systemic practice, theories, models and philosophy in MFT. (Addresses FCA 1 COAMFTE)
2. 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. Students will employ ethical, professional and legal guidelines consistent with the standards and identity of marriage and family therapy. (Addresses FCA 5 COAMFTE)
4. 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. 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)

Upon completion of MFT617, the student will be able to:

1. Describe the results of outcome and process research, and its extension potential to MFT clinical practice (PLO4)
2. Analyze applied research methods and relevant research findings related to MFT clinical practice across modalities (PLO2, PLO4)
3. Critically evaluate research literature, formulate research questions, design research studies, and then write results and conclusions using an expanded research writing style (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. Reflect on how this course related to one or more 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 central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na'auao):** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (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
Marianist Values	4	4,5	5
PLOs	3	2,3	3
Native Hawaiian Values	4	4,5	5

Attendance & In-Class Participation

Attendance Policy

Since this is a graduate course requiring students to engage fully, it is important to attend every class. You are responsible to inform 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.

Quick Reference — Absence Thresholds:

Absence / Warning Threshold	One missed synchronous class meeting, whether excused/documented or unexcused/undocumented. Students should notify the instructor as soon as reasonably possible and remain responsible for missed course requirements. The instructor may follow up regarding attendance and missed learning activities.
Grade Penalty	The MSMFT program does not ordinarily use incremental letter grade reductions as a substitute for required attendance. Attendance and active participation are essential components of masters level learning and professional formation. Failure to meet attendance or participation expectations may affect applicable participation or course assessments and may trigger program review.
Course Failure	Missing more than one synchronous class meeting may require the student to retake the course, consistent with MSMFT program policy. This standard applies regardless of whether the absences are excused or unexcused because of the experiential, relational, and interactive nature of MSMFT education. Exceptional circumstances will be considered in accordance with University and MSMFT policies.
Late Arrival / Early Departure	Significant or repeated late arrivals, early departures, or unavailability for participation may constitute an absence.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

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

Students are expected to:

- Come prepared — complete readings and activities before each session.

- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response within 24-48 hours
 - Weekly graded work (discussions, assignments): within 7 school days of the due date
 - Major assessments/projects: within 10 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Activities

Course Learning Outcomes (CLO)	Assessment & Description	Contribution (%) to Final Grade
Program Requirement	<i>Attendance & Participation</i> Participation is defined as (1) class attendance and (2) your contributions during both synchronous and asynchronous activities. Attendance means arriving on time and staying for the full session. Consistently arriving late or missing more than one class may require retaking the course (per graduate policy). As a professional representing the field, you are required to be on time for your clients and for class. Participation includes active engagement in ungraded Canvas activities (post, peer replies, reflections).	Pass/Fail
1. Describe the results of outcome and process research, and its extension potential to MFT clinical practice (PLO4)	<i>In-Class Journal Report (Week 3 synchronous) Translating Outcome or Process Research to MFT Practice</i> In pairs or trios, students will select a peer-reviewed outcome or process research article from the field of Marriage and Family Therapy, Family Science, or Counseling Psychology. As a group, you will deconstruct and present design, key findings, and most importantly, how results inform or challenge real-world MFT practice.	10
	<i>Quantitative Journal Review (Week 4 async.)</i> Individually complete a structured review of a peer-reviewed quantitative research article in the field of Marriage and Family Therapy (MFT) or Family Science. A template will be provided in Canvas. Summarize purpose, variables/hypotheses, methods, findings, critically assess strengths, limitations, and clinical utility.	10

	Qualitative Journal Review (Week 6 async.) Individually complete a structured review of a peer-reviewed qualitative research article in the field of Marriage and Family Therapy (MFT) or Family Science. Identify guiding framework, methodology, participants, data collection, and themes; evaluate trustworthiness and cultural responsiveness.	10
2. Analyze applied research methods and relevant research findings related to MFT clinical practice across modalities (PLO2, PLO4)	Research Concepts Quiz (Week 7) This quiz serves as the culminating assessment for the course, integrating concepts from across the semester. It will assess your ability to understand and apply key research methods knowledge.	10
	CITI Training (Week 2 async.) Complete the CITI Social and Behavioral Responsible Conduct of Research training (8 modules) and submit your certificate of completion as evidence of meeting ethical research preparation requirements. https://chaminade.edu/institutional-review-board/citi-training-and-eprotocol-resources/	10
	Ethical Dilemma Response (Week 2 async.) Respond to a posted research-ethics scenario and reply to a peer. Apply consent/assent, confidentiality, cultural lenses to practical dilemmas.	Ungraded (Participation & Engagement Credit)
	Survey Critique (Week 4 async.) Review a brief, evidence-based family/relational measure (provided). Post one strength and one limitation (e.g., cultural fit, clarity, scoring), and reply to a peer regarding use/adaptation in MFT practice.	Ungraded (Participation & Engagement Credit)
	Coding & Member Check (Week 6 async.) Code a short mock interview transcript, propose a thematic take-away, and compare interpretations with peers (member-checking mindset).	Ungraded (Participation & Engagement Credit)
3. Critically evaluate research literature, formulate research questions, design research studies, and then write results and conclusions using an expanded research writing style (PLO4)	Impact Statement & Peer Review (Week 9 synchronous) You will submit a near-final draft of your Introduction and Methods section of your proposal by week 8. In class, we will engage in structured peer review: give written and verbal feedback to two peers and receive feedback; strengthen clarity, rigor, and systemic/cultural alignment through a process modeled after scholarly peer review.	10
	Research Proposal (Week 10 async.) In this final assignment you will design a quantitative, qualitative, or mixed-methods study addressing a significant problem or question in Marriage and Family Therapy or Family Science. Demonstrate methodological congruence, ethics, and cultural responsiveness. Include introduction, literature review, methods, and proposed implications for practice.	30

	<i>Recorded Presentation (Week 10 async.)</i> Create and upload an 8-10 minute presentation summarizing your proposal: problem significance, guiding question, methodology, and anticipated contributions to MFT. Builds scholarly communication and knowledge translation.	10
	<i>Proposal Question Draft (Week 8 async.)</i> Post your research question with a brief rationale; reply to a peer. Refines focus and ensures congruence with intended methods.	Ungraded (Participation & Engagement Credit)

Course Policies

Late Work	Assignments are expected to be submitted by the deadline identified in Canvas or the course syllabus. Because timely completion of work is part of masters level academic and professional responsibility, students should plan accordingly and communicate with the instructor as early as possible when circumstances may interfere with a deadline. Late work may be accepted at the instructor's discretion and may be subject to a grade reduction. Extensions should be requested before the deadline whenever circumstances reasonably permit. Approval of an extension in one circumstance does not establish an expectation of extensions for other assignments. Assignments submitted after the deadline without an approved extension may receive a grade reduction or may not be accepted, as specified by the instructor.
Make-Up Work	Opportunities to make up missed course activities, presentations, quizzes, examinations, or other time specific assignments are not automatic. When an absence or significant circumstance is approved, the instructor will determine whether the learning activity can reasonably be completed in an alternative format and may establish an appropriate make up assignment or deadline. Some synchronous, experiential, collaborative, or presentation based activities cannot be meaningfully replicated and therefore may not be eligible for make up work.
Extra Credit	Extra credit is not offered in MSMFT courses unless it is explicitly included by the instructor as part of the course design and made available equitably to the class.
Incomplete Grade	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 assignments 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.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.
Resubmissions and Grade Review	Unless revision or resubmission is explicitly included in an assignment's instructions, submitted work is considered final and may not be revised or resubmitted for additional credit. Students who believe an assignment was graded incorrectly may request clarification

	or review by identifying the specific rubric criterion, assignment requirement, or calculation they believe was applied incorrectly. A request for review does not guarantee a change in grade. Differences of opinion regarding the instructor's academic evaluation of the quality of submitted work do not, by themselves, constitute a grading error.
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.
Citations and References	Proper citation is required in all written work. Every time you copy a phrase, quote, or paraphrase someone else's words or ideas, you must cite the source. Guide to APA format: APA Library Guide Purdue OWL APA Guide: https://owl.english.purdue.edu/owl/resource/560/01/ (helpful for examples and quick checks) Direct Quote: Place quotation marks around the borrowed text and include the author's last name, year of publication, and page number in parentheses. - Example: The disease model views addiction as a chronic medical condition in which "the individual is currently and will always be battling this disease" (Reiter, 2026, p. 13). - Use direct quotes sparingly. In graduate-level writing, the majority of your work should be paraphrased and synthesized in your own words. A general guideline is to keep direct quotations to no more than 10-15% of your paper. - Reserve direct quotations for instances when the exact wording is essential. For example, when the author's phrasing is uniquely powerful, cannot be more clearly expressed in other words, or when the significance lies in the quoted language itself. - For quotations of 40 words or more, format as a block quote (indented 0.5 inches from the left margin, double-spaced, no quotation marks). Place the citation after the punctuation. Paraphrasing: When you restate information in your own words, you must still cite the source. Page numbers are not required for paraphrases. - Example: The disease model views addiction as a chronic medical condition that can be managed but not permanently cured (Reiter, 2026). Format: Always use the (Author, Year) format and follow APA 7th edition guidelines. AI Sources: If you use an AI tool (e.g., ChatGPT) in ways permitted by this course, you must acknowledge it in your writing. For example, APA 7th edition recommends citing AI-generated text

as a reference entry with the author as the AI tool, the year, and a retrieval link (see APA Style Blog for current guidance).

Reference List: At the end of your paper, include a reference page listing all sources cited in the text in proper APA format. Every source that appears in your reference list must also appear as an in-text citation in your paper. Likewise, every in-text citation must have a full reference entry on the reference page.

Final Grades

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

Grade	Range	
A	4.00	90% and above
B	3.00	80-89%
C	2.00	No pass. Will need to retake the course
W	Withdrawal before published deadline	
I	Issuance is not automatic. 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 assignments were not submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.	

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

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

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

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

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

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

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

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

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

Campus Resources & Support Services

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

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations

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

Course Schedule				
Week	Topic	Readings & Tasks	Activities	Assignments Due
Week 1 (Live)	-What is research? -Responsible consumption -APA format primer	Focus: -Williams (Ch 1) -Greenstein (Ch 1, 3) Added Depth: -Dane (Ch 1, 2) Opt.:	-Orientation -APA Quiz -Discussion: How has research shaped therapy practice? -Start on IRB modules	

Week	Topic	Readings & Tasks	Activities	Assignments Due
		-APA (Ch 1, 2)	https://chaminade.edu/institutional-review-board/citi-training-and-eproto-col-resources/	
Week 2 (Async)	-Family Science research -Research Ethics (IRB)	Focus: -Williams (Ch 8) -Kim Added Depth: -Greenstein (Ch 3) -Miller (Ch 1, 5, 11) -Sprenkle (Ch 1) Opt.: -APA (4, 5)	-IRB/Ethics roleplay (Canvas post and peer reply)	-CITI Training Certificate (10%) -Ethics Dilemma response
Week 3 (Live)	-Quantitative research pt. 1 -Concepts and Variables	Focus: -Williams (Ch 2-5) Added Depth: -Miller (Ch 2,3) -Dane (Ch 4,6,7)	-Deconstruct quantitative article; -Identify IV/DV; -Connect findings to practice	-In-Class Journal Report (10%)
Week 4 (Async)	-Quantitative research pt. 2 -Surveys & Trials	Focus: -Sprenkle (Ch 12,16) Added Depth: -Dane (Ch 9) -Miller (Ch 12) Opt.: -Ruel -Greenstein(Ch 5,6,7)	-Survey critique (Canvas post & peer reply)	-Quant. Journal Review (10%) -Survey Critique
Week 5 (Live)	-Qualitative research pt. 1 -Philosophy & Interpretive Frameworks	Focus: -Creswell (Ch 2) Added Depth: -Miller (Ch 16) -Sprenkle (Ch 4) Opt.: -Greenstein (Ch 8) -Gilgun	-Coding exercise with transcript excerpts; positionality reflection	-Prep for Qual. Journal Review (in-class practice)
Week 6 (Async)	-Qualitative research pt. 2 -Designs, Analysis, & Coding	Focus: -Creswell (Ch 3,4) Added Depth: -Rossman (Ch 5) -Liamputtong Opt.: -Beitin	-Transcript coding, member check (Canvas post & peer reply)	-Qual. Journal Review (10%) -Coding & Member check
Week 7 (Live)	-Mixed Methods -CBPR -Decolonizing research	Focus: -Smith (Ch 2) Added Depth: -Miller (Ch 17,18) -Kovach (Ch 1) Opt.: -Friedman (Ch 1)	-Power-mapping Activity; redesign study with community-centered lens	-Research Concepts Quiz (10%)

Week	Topic	Readings & Tasks	Activities	Assignments Due
		-Smith (Ch 3) -Wilson (Ch 1,2)		
Week 8 (Async)	-Constructing a research proposal -Methodological congruence	Focus: -Sprenkle (Ch 2)	-Research question, Rationale (Canvas post & peer reply)	-Proposal question draft
Week 9 (Live)	-Impact Statement -Peer reviews	Focus: Student Drafts	-Peer Review exchange using guiding prompts	-Impact Statement & Peer Review (10%)
Week 10 (Async)	Final Presentation	No assigned Readings		-Research Proposal (30%) -Recorded Presentation (10%)

Quantitative Research Concepts

(Aligned with positivist, scientific, and generalizable traditions)

- Positivism – assumes a single, objective reality that can be observed and measured.
- Reductionism – breaking complex phenomena into measurable variables for analysis.
- Scientific Method – systematic process involving observation, hypothesis development, controlled testing, data analysis, and drawing conclusions.
- Generalizability – findings applied to populations beyond the sample.
- Validity – accuracy of measurement (internal, external, construct, statistical).
- Reliability – consistency of measurement (test-retest, interrater, and internal consistency).
- Objectivity – researcher neutrality; minimizing bias and subjectivity.
- Operationalization – defining abstract concepts into measurable variables.
- Measurement Scales – nominal, ordinal, interval, ratio.
- Causality – identifying cause-and-effect relationships.
- Sampling – probability vs. non-probability; representative selection.
- Statistical Significance – probability that results are not due to chance.
- Effect Size – magnitude of the relationship or difference.
- Replicability – ability for findings to be reproduced by other researchers.
- Control – isolating or holding constant variables (e.g., control groups, randomization) to strengthen internal validity.

Qualitative Research Concepts

(Aligned with interpretivist, constructivist, and meaning-making traditions)

6. Interpretivism / Constructivism – reality is socially constructed, subjective, and context-dependent.
7. Holism – phenomena are understood in their complexity, not reduced to isolated variables
8. Emergent Design – research questions and methods evolve as the study unfolds.
9. Transferability – degree to which findings resonate in other contexts (qualitative parallel to generalizability).
10. Trustworthiness – credibility, dependability, confirmability, transferability (qualitative analog to validity/reliability).
11. Reflexivity – researcher's awareness of their influence on the research process.

12. Thick Description – detailed contextual accounts that convey lived experiences.
13. Meaning-making – emphasis on participants' interpretations of their experiences.
14. Purposive Sampling – selecting participants for relevance, depth, and richness of data.
15. Saturation – point at which no new themes or insights emerge (data sufficiency).
16. Member Checking – validating interpretations by returning them to participants.