



"We are a community that commits itself to diversity and sustainability as dimensions of a just society" --*Lewis and Clark Mission Statement*

## **MCFT 531: MCFT RESEARCH SEMINAR (1 unit) FALL 2023**

Instructor: **Joslyn Armstrong, Ph.D.**

Time & Day:

Section 1: 9/14-9/15, Thursday & Friday, 9:30am-5:30pm

Section 2: 9/21-9/22, Thursday & Friday, 9:30am-5:30pm

Section 3: 9/28-9/29, Thursday & Friday, 9:30am-5:30pm

Location: Rogers, room 219

Office Hours: by appointment via email

### **CATALOG DESCRIPTION**

Application of research design methods and findings to systems/relational therapy. Focus on drawing conclusions from a body of literature related to clinical practice, identifying a specific research question, and developing a research proposal. Emphasis on the links between the context within which research is conducted and implications for socially responsible practice.

**Prerequisite:** MCFT 530

Credits: 1 semester unit.

### **MCFT STUDENT LEARNING OUTCOMES**

This course promotes the following student learning outcomes:

**SLO 3.1** Students are able to discern the implications of the sociopolitical context within which research is produced and applied.

**SLO 3.2** Students draw on the research literature relevant to family therapy in case planning.

### **COURSE OBJECTIVES**

Course objectives are derived from the AAMFT core competencies as noted.

As a result of this course students will:

1. Apply understanding of research design methodologies to clinical issues in the practice of marriage, couple, and family therapy (CC 6.1.2)
2. Demonstrate how to utilize research to inform marital, couple, and therapy. (CC6.3.2)
3. Recognize opportunities for therapists and clients to participate in clinical research. (CC 6.2.1)

- Evaluate the sociopolitical implications of proposed research design and implications for socially responsible practice. (6.1.3)

## **COVID POLICY**

Please read and carefully review LC's guidelines for reopening at

<https://www.lclark.edu/news/2020-plans/health-and-safety/>

**In the event of Dr. Armstrong contracting COVID-19:** If Dr. Armstrong were to exhibit symptoms of the Coronavirus, then class will resume in an online format. In the event of Dr. Armstrong's death due to Coronavirus, all direction and teaching of the course will be at the discretion of Dr. Kim (Program Director) and the MCFT faculty.

## **REQUIRED JOURNAL ARTICLES FOR READING:**

### **1<sup>st</sup> Class Session:**

Young, D. S., & Casey, E. A. (2019). An examination of the sufficiency of small qualitative samples. *Social Work Research*, 43(1), 53-58.

[https://primo.lclark.edu/permalink/f/1v7iusn/TN\\_cdi\\_proquest\\_journals\\_2447229076](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_journals_2447229076)

[Ch. 10 of] Creswell, J. & Poth, C. (2017). Qualitative inquiry and research design: Choosing among five traditions.

### **2<sup>nd</sup> Class Session:**

The significant of validity and reliability in quantitative research. (2023).

<https://sago.com/en/resources/blog/the-significance-of-validity-and-reliability-in-quantitative-research/>

Faber, J., & Fonseca Martins, L. (2014). How sample size influences research outcomes. *Dental Press Journal Orthodontics*, 19(4), 27-29.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4296634/> OR

[https://primo.lclark.edu/permalink/01ALLIANCE\\_LCC/1pfhi3t/cdi\\_doaj\\_primary\\_oai\\_doaj\\_org\\_article\\_7347d993fe1a4ea885f4d83b452034b6](https://primo.lclark.edu/permalink/01ALLIANCE_LCC/1pfhi3t/cdi_doaj_primary_oai_doaj_org_article_7347d993fe1a4ea885f4d83b452034b6)

## **JOURNAL ARTICLES TO EVALUATE:**

[Qual]-

Carroll, M. (2018). Gay fathers on the margins: Race, class, marital status, and pathway to parenthood. *Family Relations: Interdisciplinary Journal of Applied Family Science*, 67, 104-117.

[https://primo.lclark.edu/permalink/f/1v7iusn/TN\\_cdi\\_proquest\\_journals\\_2008324924](https://primo.lclark.edu/permalink/f/1v7iusn/TN_cdi_proquest_journals_2008324924)

Perez, C., Fife, S. T., Eggleston, D., & Whiting, J. B. (2023). Justifying by degrees: A grounded theory of men's decision-making process in infidelity. *Journal of Marriage & Family Therapy*, 49(4).

doi: 10.1111/jmft.12663

[https://primo.lclark.edu/permalink/01ALLIANCE\\_LCC/1pfhi3t/cdi\\_proquest\\_miscellaneous\\_2858988544](https://primo.lclark.edu/permalink/01ALLIANCE_LCC/1pfhi3t/cdi_proquest_miscellaneous_2858988544)

[Quant]-

Callaci, M., Péloquin, K., Barry, R. A., & Tremblay, N. (2020). A dyadic analysis of attachment insecurities and romantic disengagement among couples seeking relationship therapy. *Journal of Marriage & Family Therapy*, 46(3), 399-412. doi: 10.1111/jmft.12422.

[https://primo.lclark.edu/permalink/01ALLIANCE\\_LCC/1pfhi3t/cdi\\_proquest\\_miscellaneous\\_2339789523](https://primo.lclark.edu/permalink/01ALLIANCE_LCC/1pfhi3t/cdi_proquest_miscellaneous_2339789523)

Peterson, C., & Lucier- Greer, M. (2021). Accepting influence in military couples: Implication for couples' communication and family satisfaction. *Journal of Marriage & Family Therapy*, 48, 1075-1094. doi:10.1111/jmft.12574.

[https://primo.lclark.edu/permalink/01ALLIANCE\\_LCC/1pfhi3t/cdi\\_proquest\\_miscellaneous\\_2604454394](https://primo.lclark.edu/permalink/01ALLIANCE_LCC/1pfhi3t/cdi_proquest_miscellaneous_2604454394)

## REQUIRED TEXT

Creswell, J. & Poth, C. (2017). *Qualitative inquiry and research design: Choosing among five traditions* (4<sup>th</sup> Ed). Thousand Oaks: Sage. ISBN: 9781506330204

## SUPPLEMENTARY TEXTS:

American Psychological Association (2019). *Publication manual of the American Psychological Association*. (7<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

Mertens (2019). *Research and evaluation in education and psychology. Integrating diversity with quantitative, qualitative and mixed methods*. (5<sup>th</sup> Ed). Thousand Oaks, CA: Sage.

## OVERVIEW AND EXPECTATIONS

**Communication:** If you would like to schedule a meeting, then please feel free to email me for an appointment. If you send an email to me, you can expect an answer in about 48 hours during the week. Generally, if you email me during the weekend, it is best to assume that I will not respond until Tuesday morning.

**Attendance:** Class attendance is expected and required as stated in the student handbook. There is no make up for any excused, missed class time. Missing more than 10% of class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3 hours for a 30-hour class (2 credits) or **1.5 hours for a 15-hour class** (1 credit.).

**Assignments:** All assignments are due by 11:30 pm on the due date. Late assignments will generally not be accepted. Assignments will lose 10% of the points for each day late unless an extension is approved in advance, or a disability accommodation plan is already in place. All assignments must be successfully completed to pass the class.

**Readings and Discussion:** All assigned readings are to be completed prior to the beginning of class. There are many ways you can work to make this class fun and engaging. This class is often discussion-based, so please do all the reading to the best of your ability. I want you to interact with the texts and come with informed opinions, so perhaps highlight, and take some notes, and

be ready to engage. Fun and engaging discussions also depend on your willingness to take risks, which will help cultivate a climate of openness and intellectual humility

**Disclosure of personal information:** Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

**Cell phones & Computers:** cell phones must be silenced/remain off, and text messaging is not allowed during class time. If there is an emergency that requires your immediate attention, please step outside of the classroom. Computers must only be used for class material only (ex: taking notes, searching up information pertaining to class topics) and other usages are considered a distraction from class session.

<b>Course Objective</b>	<b>MCFT Student Learning Outcomes</b>	<b>AAMFT Core Competencies &amp; AMFTRB task statements</b>	<b>Evaluated by</b>
1. Apply understanding of research design methodologies to clinical issues in the practice of marriage, couple, and family therapy	SLO 3.1 SLO 3.2	CC 6.1.2	Research Charts Class participation Peer Review
2. Demonstrate how to utilize research to inform marital, couple, and therapy.	SLO 3.1 SLO 3.2	CC 6.3.2	Class participation Research Charts Peer Review
3. Recognize opportunities for therapists and clients to participate in clinical research.	SLO 3.1 SLO 3.2	CC 6.2.1	Research Charts Peer Review
4. Evaluate the sociopolitical implications of proposed research design and implications for socially responsible practice.	SLO 3.1 SLO 3.2	CC 6.1.3	Research Charts Class participation Peer Review

## **CLASS ASSIGNMENTS**

### **1. CLASS PARTICIPATION (30 points)**

Participation will be evaluated by Dr. Armstrong according to the following criteria:

- Attend and actively participate in all scheduled class meetings. This includes being on time, coming to class having completed the readings for the day, giving attention to the instructor and/or other students when they are speaking or making a presentation, and engaging in group discussions.

- Becoming a therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal and sometimes emotional process. Treating peers with respect, listening deeply to their experiences, and being open and curious about different worldviews encourages a collaborative milieu of care in which we can all challenge ourselves and one another to critically examine and develop new skills and perspectives.
- Please put your cell phones on silent or vibrate mode to reduce the distraction to your classmates and instructor. Also, do not view text messages during class. Also, in order to facilitate a climate of learning and to reduce the distractions for yourself and others, please refrain from engagement in social media or other personal business. On-going use of cell phones and other media unrelated to the course, during class, will negatively reflect in your final grade.
- Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- Demonstrating ability to be open about discussing the impact of your comments on your peers.
- Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- Engaging in group discussions with attention and energy.
- Asking questions of the professor and/or other students regarding the material examined in that class.
- Providing examples to support or challenge the issues talked about in class.
- Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems or try to integrate the content of the course.
- Engaging with other students and/or the professor in a respectful fashion.
- Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the professor. Your participation in small group discussions is also required.
- Engages with comments and feedback during research charting critiques.

## **2. PEER REVIEW FEEDBACK (10 points)**

Students will review fellow class member groups' research charts prior to submission. They will be expected to thoroughly review the research charts and provide feedback on organization and how each group meets the requirements from the rubric. Each group pairing will provide a brief 1- or 2-page summary of their feedback to their assigned group, it can be a bulleted document. They will also submit that summary on Moodle. Groups can use the rubric attached below as a guide to the feedback they will provide to their assigned groups.

### **Turn in & Grading:**

Please either include your full name in the header/footer OR save or name the document for submission with your full name. Paper will be submitted on Moodle by 1 person in each group by 11:30pm. The paper will be a maximum of 2 pages, double spaced, 12 pt font, a Word or PDF document, and Arial/Calibri/Times New Roman/Sans Serif font. It can be bulleted-pointed as well. A rubric for the assignment is attached below. Late papers will receive a 10%-point deduction for every day late.

### 3. RESEARCH CHARTS (60 points)

Students will form groups of 2 students (pairs) or 3 students (triads) for the assignment. Student groups will complete 2-3 evaluation charts on their research topic area. Student groups will complete quantitative and qualitative research evaluation chart(s) using two to three empirical journal articles on their chosen research topic area. Articles must be within a 15-year time frame. Students will evaluate the merits of each article's components related to purpose, sampling, methodology, statistical analysis, findings, conclusions, sociopolitical context and its implications for clinical practice, and provide an overall evaluation of the methodology. Students will be evaluated on their critical evaluation, knowledge of methodological issues for quantitative and qualitative studies, and their completion of the outlined areas.

#### Turn in & Grading:

Please either include your full name in the header/footer OR save or name the document for submission with your full name. Each group member will need to submit their group's charts on Taskstream. Research Charts will be submitted on Taskstream by 11:30pm. They can be 12 pt font, a Word or PDF document, and Arial/Calibri/Times New Roman/Sans Serif font. There is a 10% deduction for every day that the paper is late for late assignments. Any suspicions of violations to the Academic Integrity policy will be reported (please review the policy below). A rubric for the assignment is attached below. Late papers will receive a 10%-point deduction for every day late.

#### EVALUATION AND GRADING

Class Participation	30
Peer Review	10
Research Charts	60
Total	100

#### Final Grading

A = 93-100%	A- = 90-92%
B + = 88-89%	B = 83-87%
B- = 80-82%	C+ = 78-79%
C = 73-77%	C- = 70-72%

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

**Late papers and assignments:** Any assignments turned in late (without previous permission) will automatically receive a 10% reduction in grade.

### **CPSY DEPARTMENTAL ATTENDANCE POLICY**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or **1.5 hours for a 15 hour class** (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

### **DISABILITY SERVICES STATEMENT**

- If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email [access@lclark.edu](mailto:access@lclark.edu) with any additional questions or concerns.

### **LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

### **SYLLABUS CHANGE POLICY**

Except for changes that substantially affect implementation of the evaluation (grading), this syllabus is a guide for the course and is subject to change with advance notice throughout the semester.

### **COURSE STRUCTURE AND SCHEDULE**

**\*Any changes to the reading schedule will be announced at least 24 hours prior\***

Reading Abbreviation: C – Creswell & Poth, 2018; A- Additional Reading on Moodle  
Section 1 (531.01)

<b>Session</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Review</b>	<b>Readings</b>
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1	Thurs	Sept. 14th	Introductions & Syllabus Review <b>Lecture:</b> Evaluating Qualitative Research; What is “good” Qual research?	<b>A</b> <b>C:</b> Ch. 10
2	Fri	Sept. 15th	<b>Lecture:</b> Evaluating Quantitative Research; What is “good” Quant. research?	<b>A</b>
	Fri.	Oct. 6th	<b>Assignments:</b> Research Charts assignment due at 11:30pm on Taskstream; Peer Review Feedback paper due at 11:30pm on Moodle	

Section 2 (531.02)

<u>Session</u>	<u>Day</u>	<u>Date</u>	<u>Lecture Review</u>	<u>Readings</u>
1	Thurs	Sept. 21st	Introductions & Syllabus Review <b>Lecture:</b> Evaluating Qualitative Research; What is “good” Qual research?	<b>A</b> <b>C:</b> Ch. 10
2	Fri	Sept. 22nd	<b>Lecture:</b> Evaluating Quantitative Research; What is “good” Quant. research?	<b>A</b>
	Fri	Oct. 13th	<b>Assignment:</b> Research Charts assignment due at 11:30pm on Taskstream; Peer Review Feedback paper due at 11:30pm on Moodle	

Section 3 (531.03)

<u>Session</u>	<u>Day</u>	<u>Date</u>	<u>Lecture Review</u>	<u>Readings</u>
1	Thurs	Sept. 28th	Introductions & Syllabus Review <b>Lecture:</b> Evaluating Qualitative Research; What is “good” Qual research?	<b>A</b> <b>C:</b> Ch. 10
2	Fri	Sept. 29th	<b>Lecture:</b> Evaluating Quantitative Research; What is “good” Quant. research?	<b>A</b>
	Fri	Oct. 20th	<b>Assignment:</b> Research Charts assignment due at 11:30pm on Taskstream; Peer Review Feedback paper due at 11:30pm on Moodle	

**Day 1 Class Structure (subject to change):**

9:30am-12:00pm: Learn about reliability & validity for Qualitative research

12:00pm-1:15pm: Lunch

1:15pm-5:30pm: Charting Qual. Research, evaluating qualitative research, and smaller group time

**Day 2 Class Structure (subject to change):**

9:30am-12:00pm: Learn about reliability & validity for Quantitative research

12:00pm-1:15pm: Lunch

1:15pm-5:30pm: Charting Quant. Research, evaluating quantitative research, and smaller group time

**Peer Review Feedback Rubric**

Peer Review Feedback	Possible points	Points demonstrated
<b><u>Peer Review Evaluation Criteria:</u></b>		
Offered valuable feedback/edits on the theory, literature review, and sample for each chart	2	
Offered valuable feedback/edits on the methodology, analysis, and findings for each chart	2	
Offered valuable feedback/edits on the reliability/validity of methods and sociopolitical implications for MFT field for each chart	2	
Offered valuable feedback/edits on the overall evaluation for each chart	2	
Writing style is clear and concise. Few grammatical errors. Assignment meets 2 maximum page length requirement.	2	
<b>TOTAL</b>	<b>10</b>	



### Research Charts Grading Criteria

	<b>0 = Did not meet Expectations</b>	<b>5 = Somewhat meet Expectations</b>	<b>10 = Meets Expectations</b>
Both Charts has completed sections of: Theory, Research questions, Sample, Methods, Findings, Reliability/Validity, Sociopolitical context, & Critique	Charts have mostly missing or incomplete sections.	Charts have generally or somewhat completed all the sections that demonstrate general understanding of article and chart.	Charts have mostly completed sections that demonstrate understanding of the article and chart.
Both Charts displayed a critical evaluation of the sample type and aspects of the statistical analysis and how those inform the findings/conclusions of the article	Charts do not have critical evaluation of the sample type and aspects of the statistical analysis and how those inform the findings/conclusions of the article.	Charts generally and somewhat correctly displayed a critical evaluation of the sample type and aspects of the statistical analysis and how those inform the findings/conclusions of the article.	Charts clearly and correctly displayed a critical evaluation of the sample type and aspects of the statistical analysis and how those inform the findings/conclusions of the article.
Both Charts displayed a critical evaluation of the reliability & validity of the methods of the article	Charts does not have a critical evaluation of the reliability & validity of the methods of the article.	Charts generally displayed and somewhat correctly a critical evaluation of the reliability & validity of the methods of the article.	Charts clearly and correctly displayed a critical evaluation of the reliability & validity of the methods of the article.
Quantitative Chart discussed the relevant soicopolitical context and its implications for clinical practice	Chart did not discuss the relevant soicopolitical context and its implications for clinical practice.	Chart generally discussed the relevant soicopolitical context and its implications for clinical practice with meaning.	Chart clearly and adequately discussed the relevant soicopolitical context and its implications for clinical practice with meaning.
Qualitative Chart discussed the relevant soicopolitical context and its implications for clinical practice	Chart did not discuss the relevant soicopolitical context and its implications for clinical practice.	Chart generally discussed the relevant soicopolitical context and its implications for clinical practice with meaning.	Chart clearly and adequately discussed the relevant soicopolitical context and its implications for clinical practice with meaning.
Both Charts' evaluation have an assessment of the sampling, methodology, analysis, reliability and validity, contribution to MFT field and practice,	Charts does not discuss the relevant evaluation of the rigorousness of the research	Charts generally displayed and somewhat correctly a critical evaluation of the rigorousness of the research	Charts clearly and correctly displayed a critical evaluation of the rigorousness of the research

representation/generalizability, and rigorous of research			
<b>Total: 60</b>			