



MCFT 531-01: MCFT RESEARCH SEMINAR (1 unit) SPRING 2020

Time & Day: 09/17/2019-09/17/2019 Lecture Tuesday 05:30PM - 08:30PM, 09/24/2019-09/24/2019 Lecture Tuesday 05:30PM - 08:30PM, 10/01/2019-10/01/2019 Lecture Tuesday 05:30PM - 08:30PM, 11/19/2019-11/19/2019 Lecture Tuesday 05:30PM - 08:30PM, 12/03/2019-12/03/2019 Lecture Tuesday 05:30PM - 08:30PM

Instructor: Jessica Thomas, PhD

Place: John R. Howard Hall Room 202

Contact Information: jessicathomas@lclark.edu

Office Hours: Tuesday 9am-5pm

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

REQUIRED TEXTS

Locke, L., Spirduso, W. W., & Silverman, S. J. (2014). *Proposals that work: A guide for planning dissertations and grant proposals*. Los Angeles, CA: Sage.

Williams, L., Patterson, J., & Edwards, T. M. (2014). *Clinician's guide to research methods in family therapy: Foundations of evidence-based practice*. Guilford Publications. ISBN: 9781462515974

SUPPLEMENTARY TEXTS:

American Psychological Association (2015). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, DC: American Psychological Association.

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

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

Lebow, J. (2018). *Research for the psychotherapist: From science to practice*. New York, NY: Routledge.

COURSE STRUCTURE

Students work in groups to design a research proposal pertaining to an issue relevant to family therapy. All class members will also serve as a peer review panel for other proposals. In class meetings groups will identify design issues and serve as consultants to each other. The final class meeting will be a mini-conference in which each groups presents their final proposal.

ASSIGNMENTS AND EVALUATION

1. Participation (20 points)

Every student is responsible for coming to class prepared to participate in a meaningful discussion, to fully participate as a group member, and to engage in the feedback process with other groups. Participation will be evaluated according to the following criteria.

CLASS PARTICIPATION	Possible points	Points demonstrated
Prompt and dependable presence in the class.	5	
Prepares assignments in advance of class	5	
Actively participates in group work and course discussions	5	
Helps to create an atmosphere of safety and mutual respect among all class members.	5	
Total	20	

2. Mini Proposal (50 points)

A proposal is a detailed description of a study designed to investigate a given problem. Your group will (a) select a clinical issue that interests you, (b) review the related literature on this topic, (c) identify a research question that will help advance practice in the area, (d) design a research proposal that details the rationale and methodology for the study, (e) describe the ethical and sociopolitical issues involved, and (f) address how the study findings will be applicable in practice, as well as the limitations.

Your group will submit a written proposal (10-15 pages double-spaced) and make a 15-20 minute powerpoint presentation. Each person in your group is expected to participate equally and fully in the completion of this project. However, that does not mean that each person must participate equally in each aspect of the task. Working out an equitable distribution of work is part of the process for your group.

The proposal should include:

- A research question and brief summary of the literature and how the study will contribute to the field
- A explanation of your method and why it is appropriate to answer the research question (be sure to include references to literature regarding the methodology)
- Your sample and methods for collecting the data
- How analysis will be done
- How you will address issues of validity (i.e., trustworthiness and credibility) and transferability. (Cite references)
- The ethical and sociopolitical issues related to your study and their implications for the type of findings (results) your study will and will not be able to generate
- How study findings will be applicable to the family therapy field and limitations.

The proposal will be evaluated according to the following rubric.

RESEARCH PROPOSAL	Possible points	Points demonstrated
Conceptualizes a focused research question relevant to family therapy.	6	
Briefly summarizes the related research and clarifies how the proposed research will contribute to the existing literature and inform practice	6	
Sample and method for collecting data are well defined, appropriate, and will provide the information needed to answer the question.	6	
Method for data analysis is clearly articulated and appropriate to the question.	6	
Addresses issues of validity, trustworthiness and credibility, including how these relate to clinical application.	6	
Proposal is clearly written, well organized, well documented with references to both the research topic and methodological literature, and in APA style.	8	
Ethical and sociopolitical issues are addressed, especially as they relate to clinical application.	6	
Proposal is professionally presented and details each aspect of the study design	6	
TOTAL	50	

Peer Review (30 points)

This assignment has two components. One component is to be finished individually and the other component will be finished in your research group. Format for the review will be provided in class.

Individual task: You will peer review another group's proposal making comments and offering feedback.

Group task: During class time you will be given time to meet as a group. As a group you will discuss your comments and feedback.

EVALUATION AND GRADING

Class Participation	20
Proposal	50
Peer Review	30
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%

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.

SPECIAL ASSISTANCE/ACCOMMODATIONS

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency that requires your immediate attention, please exit the class to use your cell.

COURSE SCHEDULE

DATE	TOPIC	ACTIVITY	READINGS	DUE
Class 1	Components of a research proposal	Meet with group to select topic and discuss possible research methodologies	Review MP structure	
Class 2	Research questions and rationale	Research group Review another groups research question and rationale in class	Review example proposals	Bring draft research question and rationale to class
Class 3	Literature Review	Respond to peer reviews Discuss methodological issues		Send draft Literature review to peer reviewer by date specified in Moodle
Class 4	Data analysis, validity, trustworthiness, and clinical implications	Respond to peer reviews Discuss analysis and implications of findings		Send Draft method and implications section to peer reviewer by date specified on Moodle Make edits
Class 5	Showcase of research proposals	presentations		Final proposal due

ADDITIONAL READING

- Angrosino, M. (2008). *Doing ethnographic and observational research*. Los Angeles, CA: Sage.
- Charmaz, K. (2014). *Constructing grounded theory (2nd Ed)*. Los Angeles, CA: Sage.
- Coghlan D. & Brannick, T. (2014). *Doing action research in your own organization*, (4th ed.). Los Angeles, CA: Sage.
- Corbin, J. & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory (4th ed)*. Los Angeles, CA: Sage.
- Daly, K. J (2007). *Qualitative methods for family studies and human development*. Los Angeles, CA: Sage.
- Denzin, N. K. and Giardina, M. D. (2016). *Qualitative inquiry and the politics of advocacy*. New York, NY: Routledge.
- Denzin, N. K. and Giardina, M. D. (2016). *Qualitative inquiry and the politics of evidence*. New York, NY: Routledge.
- Flick, U. (2018). *Doing triangulation and mixed methods*. Los Angeles, CA: Sage.
- Rapley, T. (2007). *Doing conversation, discourse, and document analysis*. Los Angeles, CA: Sage.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. . Los Angeles, CA: Sage.
- Rosenthal, J. A. (2001). *Statistics and data interpretation for the helping professions*. Belmont, CA: Brooks/Cole.
- Smith, J. A., & Flowers, O. (2009). *Interpretive phenomenological research: Theory, method, and research*. Los Angeles, CA: Sage.
- Sprenkle, D. H. & Piercy, F. P. (2005). *Research methods in family therapy (2nd Ed)*. New York, NY: Guildford