



MCFT 531: MCFT RESEARCH SEMINAR (1 unit) FALL 2020

Instructor: Joslyn Armstrong, Ph.D.

Time & Day: September 11th, October 2nd, October 16th, & December 4th

1st section: 9:00am – 12:45pm

2nd section: 1:00pm – 4:45pm

Location: Virtual Zoom meetings

Contact Information: jarmstrong@lclark.edu

Office Hours: via Zoom by appointment through 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)

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

LEARNING IN THE CONTEXT OF COVID-19

Things are not normal. We are in the midst of a global public health crisis and sociopolitical unrest, and there have been both direct and indirect impacts on individuals, families, and communities. Each of us are also experiencing individual differences in the degree to which we can access resources to manage these crises, based on our unique intersecting identities.

Yet, we are intentionally choosing to show up in an academic and professional capacity for the purpose of learning and developing as therapists-in-training during this unprecedented time. Thus, we need to try and approach our work with understanding and compassion for ourselves and for each other. We also need to reflect on how we navigate this crisis context – how we attempt to cope (or don't), how we attempt to connect (or don't), and how we adapt and face uncertainty. As we continue to learn and grow in our academic, professional, and personal capacities, we must also invest appropriately in caring for ourselves so that we can help sustain one another.

The current crisis will continue to challenge, change, and shape the new norms in the sociopolitical, cultural, professional and personal contexts of our lives. Many things remain uncertain. But, over time, we will collectively construct some sense of predictability into the future. So, with that said, please know that there may be instances where we will need to adjust the course format, assignment deadlines, and reading schedule to adjust to the ever-changing circumstances. As the instructor, I will do my best to communicate transparently and in a timely manner about what you should anticipate in the course and any changes we need to make.

Because this course is designed to pilot the hybrid format, there are some class meetings where those who wish to be on campus will be in the classroom, while those who wish to take the course fully online will connect via Zoom. Because of the inherent limitations of technology and the complexities that social distancing guidelines pose, class in a hybrid format might not work out. It may also simply be irresponsible for us to take the risk of congregating in-person. We'll assess and make decisions together. One approach is that after trying this format, as a class, we can assess whether/if/how it is working for us and collaboratively decide whether to continue or simply move all class meetings fully online. We'll discuss this further when we meet.

Regardless of whether class meetings are hybrid or fully online, everyone will be required to:

1. Have access to a personal computer at home
2. Have a set of personal headphones with a built-in microphone
3. Be able to access stable, high speed internet connection (cable modem, DSL recommended)
4. The most current version of Zoom downloaded as an application to your computer
 - a. Download Zoom <https://zoom.us/download>
 - b. Sign in with your Lewis & Clark email account

- c. For help and troubleshooting with Zoom, visit the Zoom Help Center:
<https://support.zoom.us/hc/en-us>
5. Be able to access course material uploaded to Moodle
6. For every class, please be logged into Moodle and Google email address
7. Check email on a daily basis
8. Be able to access programs to Google suite and Microsoft Office
9. Commit to the time required to prepare for class
10. Demonstrate self-motivation and self-discipline.

Guidelines for this Zoom online course. Each instructor structures online learning somewhat differently. In this class:

- You may log into the “classroom” early. Come five or ten minutes early and chat with each other. Instructor will not listen to your pre-class conversation, even if logged in.
- Open your video so we can all see each other. You are NOT required to have your video on during virtual classroom. However, you must continue to participate in class breakout rooms and discussion in speaking or participating in the chat or polling questions.
- Mute your sound when you are not speaking, except in small breakout groups.
- Use the *gallery view* in Zoom during class discussion. When the instructor or a student is presenting, switch to *speaker view*.
- Wave your hand when you want to speak. Feel free to assist the instructor in noticing if someone wants to speak and has been missed.
- Use the chat room function to share your thoughts or perspective about class material during class discussion if you cannot find an optimal time to jump into discussion
- Glitching? Sign out and sign back in.
- Take turns talking (be aware of other potential speakers)
- Listen and respond to each other (use names when appropriate)
- Be mindful of on camera/muted talking
- Try to arrange your screen to best convey active listening
- Engaged and Active--we make the class for each other!

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 TEXT

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

SUPPLEMENTARY TEXTS:

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

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.

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

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: Guilford

My Commitment to You:

I am committed to assisting you by creating a safe, respectful and professional learning environment to be able to learn critical course material over the semester. I encourage you to discuss the course content with me any time during the semester. **My office hours are open to you by appointments only via email.** I also encourage you to offer your feedback throughout the course. I highly value your input.

Responsibilities of the Student:

This course will require due diligence on the student's behalf. Student must read assigned chapters and review all supplemental material provided on Moodle, or via email. You will be held responsible for knowing any changes made to the class schedule, weekly reading materials, or class assignments that will be in the announcements on Moodle or via email. In order to earn a satisfactory score in this course, the student must complete all assignments and readings, and remain engaged in the virtual classroom format. Remember you are the sole owner of your academic experience; you must take responsibility for everything you do or not do in this course.

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
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 Proposal Presentation Research Charts
2. Demonstrate how to utilize research to inform marital, couple, and therapy.	SLO 3.1 SLO 3.2	CC 6.3.2	Peer Review Feedback Research Charts

			Research Proposal Presentation
3. Recognize opportunities for therapists and clients to participate in clinical research.	SLO 3.1 SLO 3.2	CC 6.2.1	Peer Review Feedback Research Proposal Presentation
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	Peer Review Feedback Research Charts Research Proposal Presentation

COURSE STRUCTURE

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

CLASS ASSIGNMENTS

1. CLASS PARTICIPATION (20 points)

Participation will be evaluated 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 colleagues 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.
- In the event that you must miss a class, please email the instructor to discuss the potential of any make-up assignments.
- Giving attention to the instructor and/or other students when they are making a presentation.
- 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 instructor 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.
- Dealing with other students and/or the instructor 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 instructor. Your participation in small group discussions is also required.

- **SYLLABUS QUIZ (5 points)**

Students will be tested on their review and knowledge of the syllabus. Students will answer a multiple-choice short quiz, which students are allowed to use the syllabus to complete. Their completion of the quiz in the first week of classes will count towards their overall participation score.

- **VIRTUAL WORKING GROUPS (10 points)**

During two of our Zoom virtual classroom sessions, students will use class time to work on their research proposal presentations. During class time, student groups will be given time to meet as a group. Students will also meet with Dr. Armstrong as check-ins to evaluate their progress in completing the research proposal presentations. Student's participation in the virtual working groups will count towards their overall participation score.

2. PEER REVIEW (10 points)

Students will work in their research proposal presentation groups to evaluate fellow class member's group research proposal presentation prior to submission. They will be expected to thoroughly review the presentation through feedback on structure, organization, and how each group meets the requirements from the rubric. Each group pairing will provide a brief 1-page paper to Dr. Armstrong summarizing their feedback to their assigned group. Guidelines for the assignment are detailed below. There is a 10% deduction for every day that the paper is late for late assignments.

3. RESEARCH CHARTS (50 points)

Students will complete 2 evaluation charts on their research topic area. Students will complete a quantitative and qualitative research evaluation chart using an empirical journal article on their chosen research topic area from their research proposal presentation. Students

will evaluate the merits of each article's components related to purpose, sampling, methodology, statistical analysis, findings, conclusions, and sociopolitical context and its implications for clinical practice. Students will be evaluated on their critical evaluation, knowledge of methodological issues for quantitative and qualitative studies, and their completion of the outlined areas. Each group will submit those 2 charts on Taskstream.

4. RESEARCH PROPOSAL PRESENTATION (20 points)

A proposal is a detailed description of a study designed to investigate a given problem. Your group will (a) select a research/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 presentation 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 make a 20-minute PowerPoint presentation of the proposal. Each person in your group is expected to participate equally and fully in the completion of this presentation. 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 presentation 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 and reliability (i.e., trustworthiness and credibility) and transferability. (Cite references- need at least 5 scholarly sources)
- 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.

EVALUATION AND GRADING

Class Participation	20
Research Proposal Presentation	20
Peer Review	10
Research Charts	50
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 may be seen as an absence that requires make-up work.

DISABILITY SERVICES STATEMENT

- Option 1: 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 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.
- Option 2: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

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.

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;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

CELL PHONES

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 mute your video to take the call.

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

C- Creswell & Poth, 2017

<u>Session</u>	<u>Day</u>	<u>Date</u>	<u>Lecture Review</u>	<u>Readings</u>
1	Fri	Sept. 11th	Lecture: Quantitative & Qualitative Methodology & APA citation for PowerPoint Assignment: Choosing a Research Topic & Group Assignment	C: Ch. 3, 6, 9
2	Fri	Oct. 2nd	Virtual Working Groups Check-in: Meet with Dr. Armstrong	
3	Fri	Oct. 16th	Virtual Working Groups Check-in: Meet with Dr. Armstrong	
4	Fri	Dec. 4th	Showcase of Research Proposals Presentations Assignment: Research Proposals (on Moodle); Peer Review (on Moodle); & Research Charts (on Taskstream) due on December 3rd by 11:30pm	

Peer Review Feedback Rubric

Peer Review Evaluation	Possible points	Points demonstrated
<u>Peer Review Evaluation Criteria:</u>		
Evaluated the organization and structure of the Proposal Presentation of your assigned group	1	
Offered valuable feedback/edits on the synthesis of the literature for the topic area	2	
Offered valuable feedback/edits on the methodology and suggested data analysis	3	
Offered valuable feedback/edits on the reliability/validity of methods and on the ethical or sociopolitical implications for MFT field	3	
Writing style is clear and concise. No grammar or APA citation errors. Assignment meets 3 maximum page length requirements.	1	
TOTAL	10	

Research Proposal Presentation Rubric

The final class session will be dedicated to group research proposal presentations. You should prepare a presentation that presents the highlights of a research proposal for your designated research topic within the MCFT field. Your presentation should be 20 minutes long. There will be about 2-3 minutes after each presentation for Q&A. The proposal will be evaluated according to the following rubric.

RESEARCH PROPOSAL PRESENTATION	Possible points	Points demonstrated
Conceptualizes a focused research question relevant to family therapy.	2	
Briefly summarizes the related research and clarifies how the proposed research will contribute to the existing literature and inform practice	2	
Sample and method for collecting data are well defined, appropriate, and will provide the information needed to answer the question.	4	
Method for data analysis is clearly articulated and appropriate to the question and research proposal type.	4	
Addresses issues of validity and reliability, trustworthiness and credibility appropriate from the methods	2	
Ethical and sociopolitical issues are addressed, especially as they relate to clinical application and implications for MFT field.	4	
Presentations are clearly written, well organized, well documented with references to both the research topic and methodological literature, and in APA citation style. Also, presentations are professionally presented and with within the time limit	2	
TOTAL	20	

Research Charts Rubric

Research Charts Evaluation	Possible points	Points demonstrated
<u>Quantitative Chart Evaluation Criteria:</u>		
Chart has completed sections of: Theory, Research questions, Sample, Methods, Findings, and Reliability/Validity	5	
Chart displayed a critical evaluation of the sample type and aspects of the statistical analysis and how those inform the findings/conclusions of the article	5	
Chart displayed a critical evaluation of the reliability & validity of the methods of the article	5	
Chart discussed the relevant sociopolitical context and its implications for clinical practice	10	
<u>Qualitative Chart Evaluation Criteria:</u>		
Chart sections are fully completed: Theory, Research questions, Sample, Methods, Findings, and Reliability/Validity	5	
Chart displayed a critical evaluation of the qualitative approach and method of the data collection and how those inform the findings/conclusions of the article	5	
Chart displayed a critical evaluation of the validation strategies used to assess for reliability & validity of the article	5	
Chart discussed the relevant sociopolitical context and its implications for clinical practice	10	
TOTAL	50	