



"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 2021**

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

**Contact Information:** [jarmstrong@lclark.edu](mailto:jarmstrong@lclark.edu)

**Office Hours:** via Zoom by appointment through email

**Time & Day:** 1<sup>st</sup> section: Thursdays 1:00pm-4:45pm, Rogers hall room 219

2<sup>nd</sup> section: Fridays 1:00pm – 4:45pm, York hall room 116

3<sup>rd</sup> section: Fridays 5:00pm-8:45pm, York hall room 101

### **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)

### **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* (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.

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* (2<sup>nd</sup> Ed). Los Angeles, CA: Sage.

Coghlan D. & Brannick, T. (2014). *Doing action research in your own organization*, (4<sup>th</sup> ed.). Los Angeles, CA: Sage.

Corbin, J. & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4<sup>th</sup> 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 (2<sup>nd</sup> Ed)*. New York, NY: Guildford

### **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.

<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

## 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 (30 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.
- 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.
- 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-page paper to Dr. Armstrong summarizing their feedback to their assigned group, it can be a bulleted document. 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 (60 points)**

Students will form groups of 2 students (pairs) or 3 students (triads) for the assignment. Student groups will complete 2 evaluation charts on their research topic area. Student groups will complete a quantitative and qualitative research evaluation chart using two 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. Each group will submit those 2 charts and the 2 articles on Moodle. There is a 10% deduction for every day that the paper is late for late assignments.

## **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**

- 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](mailto: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](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).

## 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\***

Reading Abbreviation: C – Creswell & Poth, 2018

Section 1 (531.01):

<b>Session</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Review</b>	<b>Readings</b>
1	Thu	Sept 9 <sup>th</sup>	<b>Lecture:</b> Evaluating Quantitative Research	On Moodle
2	Thu	Sept 16 <sup>th</sup>	<b>Lecture:</b> Evaluating Qualitative Research	C: Ch. 10
3	Thu	Sept 23 <sup>rd</sup>	<b>Lecture:</b> What is “good” research?	On Moodle
4	Thu	Sept 30 <sup>th</sup>	<b>Lecture:</b> What is “good” research? <b>Assignment:</b> Research Charts & Peer Review Feedback due at 11:30pm on Moodle	On Moodle

Section 2 & 3 (531.02 & 531.03):

<b>Session</b>	<b>Day</b>	<b>Date</b>	<b>Lecture Review</b>	<b>Readings</b>
1	Fri	Sept 10 <sup>th</sup>	<b>Lecture:</b> Evaluating Quantitative Research	On Moodle
2	Fri	Sept 17 <sup>th</sup>	<b>Lecture:</b> Evaluating Qualitative Research	C: Ch. 10

3	Fri	Sept 24th	<b>Lecture:</b> What is “good” research?	On Moodle
4	Fri	Oct 1st	<b>Lecture:</b> What is “good” research? <b>Assignment:</b> Research Charts & Peer Review Feedback due at 11:30pm on Moodle	On Moodle

### 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 1 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,	Charts does not discuss the relevant evaluation of the	Charts generally displayed and somewhat correctly a	Charts clearly and correctly displayed a critical evaluation of

reliability and validity, contribution to MFT field and practice, representation/generalizability, and rigorous of research	rigorousness of the research	critical evaluation of the rigorousness of the research	the rigorousness of the research
<b>Total: 60</b>			