

Marriage and Family Research
PCs 381-3
Spring 2015
February 4 to May 6, 2015

Class Meets Wednesdays 8:30 am-11:20 am
(Except where noted)

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“There are three kinds of lies: Lies, Damn Lies and Statistics.”

Benjamin Disraeli (or Mark Twain depending on preferred authority)

“If sufficiently tortured, data will confess to anything.”

Unknown

“87.6% of all statistics are made up on the spot.”

Unknown

Course Description

This course is a study of empirical research methods and their application to pastoral counseling and marriage and family therapy. Students completing the course will develop skills to understand common MFT research methods, including quantitative and qualitative research designs, how research methods are applied, and how these are used for evidence-based practice in pastoral counseling/marriage and family therapy and the dialogue between religion and mental health.

Objectives and Expected Student Learning Outcomes

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
Be able to describe dominant research methods in marriage and family therapy	SLO 1: ...able to conduct multicultural, evidence-based therapy... MFTC: 6.1.1 Know the extant literature, research and evidence-based practice. MFTC: 6.1.2 Understand research and program evaluation...relevant to MFT & mental health	Quiz & Final Quiz

	services	
Know how to conduct literature searches through appropriate databases	SLO 1: ...able to conduct multicultural, evidence-based therapy... MFTC: 6.1.1 Know the extant literature, research and evidence-based practice.	Clinical Research Review*
Be able to interpret research in journal articles and to evaluate conclusions drawn from these data.	SLO 1: ...able to conduct multicultural, evidence-based therapy... MFTC: 2.1.7 Understand concepts of reliability and validity and how these influence clinical decision-making MFTC: 6.1.1 Know the extant literature, research and evidence-based practice. MFTC: 6.1.2 Understand research and program evaluation...relevant to MFT & mental health services MFTC: 6.3.3 Critique...research and assess quality of ...studies	Journal Article Critiques* Clinical Research Review*
Be able to articulate a basic understanding of how statistics are used in research methods	SLO 1: ...able to conduct multicultural, evidence-based therapy... MFTC: 2.17 Understand concepts of reliability and validity and how these influence clinical decision-making...	Journal Article Critiques* Clinical Research Review* Final Quiz
Be able to discuss the current literature related to evidence-based practice	SLO 1: ...able to conduct multicultural, evidence-based therapy... SLO 2: ...demonstrate a broad knowledge of systemic theory and MFT Treatment models and flexibly apply these to evidence-based practice. MFTC: 3.1.1 Know which models, modalities,	Clinical Research Review* Classroom Debate/Presentation*

	<p>techniques are most effective for presenting problems</p> <p>MFTC: 4.1.2 Recognize strengths, limitations, contraindications of specific therapy models</p> <p>MFTC: 6.1.1 Know the extant literature, research and evidence-based practice.</p> <p>MFTC: 6.3.2 Use current MFT and other research to inform clinical practice</p>	
Be able to state a position related to evidence-based practice	<p>SLO 1: ...able to conduct multicultural, evidence-based therapy...</p> <p>SLO 2: ...demonstrate a broad knowledge of systemic theory and MFT Treatment models and flexibly apply these to evidence-based practice.</p> <p>MFTC: 6.1.1 Know the extant literature, research and evidence-based practice.</p> <p>MFTC: 6.3.2 Use current MFT and other research to inform clinical practice</p>	Classroom Debate/Presentation*
		*Assessed by Class Comprehensive Rubric

Required Texts

Norcross, J. C., Beutler, L.E. & Levant, R. F. (Eds.) (2009). *Evidence-based practices in mental health: Debate and dialogue on the fundamental questions*. Washington, D.C.: American Psychological Association.

Patten, M. (2013). *Understanding research methods* 9th ed. Los Angeles: Pryczak Publishing.

Required Reading on Library Reserve

Koenig, R. (2005). *Faith and mental health: Resources for healing*. West Conshohocken, PA: Templeton Foundation

Sprenkle, D. (ed.). (2003). *Effectiveness research in marriage and family therapy*. Washington, D.C.: AAMFT.

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

JMFT articles and other readings as assigned below are library reference or reserved at the circulation desk.*****

Other Useful Texts

Girden, E. (1996). *Evaluating research articles from start to finish*. Thousand Oaks, CA: Sage Publications.

Locke, L. F., Silverman, S. J., & Spiruso, W. W. *Reading and understanding research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Sprenkle, D., Piercy, F. (Eds.). (2005). *Research methods in family therapy* (2nd ed). New York: The Guilford Press.

Pryczak, R. (1999). *Evaluating research in academic journals: A practical guide to realistic education*. Los Angeles, CA: Pryczak Publishing Co.

Patten, M. (2000). *Proposing empirical research: A guide to fundamentals*. Los Angeles, CA: Pryczak Publishing.

Galvan, J. L. (1999) *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles, CA: Pryczak Publishing.

Class Requirements

YELLOW HIGHLIGHTS = Due dates and other important information

1. Quiz –statistics and methodology (pre-test purposes only)
2. Two Journal Article Critiques (15% each, total 30%)

Critiques should be a substantial review of the assigned article and should demonstrate competent understanding of class content up to time when the critique is due. The purpose of the critique is to summarize the conclusions and centrally evaluate the article for its quality of research and usefulness of the results and conclusions. In your critique you will need to describe how you think the results can be useful (or not) in your work with clients. Critiques must be written in APA style (6th Edition). For instructions about evaluating articles, see Pycszak, *Evaluating research in academic journals*. **Maximum: 5 pages per critique.**

See Grading Rubric (below) for further guidance on grading.***

Articles to be reviewed:

Article 1, Due April 1. Quantitative Research Article.

Robbins, M. S., Mayorga, C. C., Mitrani, V. B., Szapocznik, J., Turner, C. W., & Alexander, J. F. (2008). Adolescent and parent alliances with therapists using brief strategic family therapy with drug-abusing Hispanic adolescents. *Journal of Marital and Family Therapy*, Vol 34(3), 316-328.

Article 2, Due May 6. Qualitative Research Article.

Henry, S. B., Smith, D. B., Archuleta, K. L., Sanders-Hahs, E., Nelson Goff, B. S., Reisbig, A.,...Scheer, T. (2011). Trauma and couples: Mechanisms in dyadic functioning. *Journal of Marital and Family Therapy*, Vol 37(3), 319-332.
doi: 10.1111/j.1752-0606.2010.00203.x

3. Evidence-based practice classroom debate/presentation (20%)

See Grading Rubric (below) for further guidance on grading.***

4. Clinical Research Review (**Due: Last day of class**) (35%)

Purpose: present the research on **one** programmatic empirically validated treatment.

You will present on the programmatic research of **one** of the following groups:

Couple Interventions:

- Andrew Christensen and colleagues in Integrative Behavioral Couples Therapy
- Sandra Stith and colleagues in treatment of intact couples with intimate partner

violence (IPV)

- Sue Johnson and colleagues in Emotion Focused Therapy
- Howard Markman and Scott Stanley in PREP
- John Gottman and colleagues in Gottman Method

Child/Family Interventions:

- Scott Henggeler and colleagues in Multisystemic Therapy (MST)
- Guerney and colleagues in Filial Therapy
- J. Alexander and colleagues in Functional Family Therapy (FFT)
- Lynn McDonald and colleagues in Families and Schools Together (FAST)
- Sheila Eyberg in Parent-Child Interaction Therapy (PCIT)
- Guy Diamond Attachment Based Family Therapy (ABFT)

Links to PDFs on each program of research

Sue Johnson and EFT: <http://www.eft.ca>

Andrew Christensen and Integrative Behavioral Couples Therapy: www.psych.ucla.edu/faculty

John Gottman and Gottman Method:
<http://www.gottman.com/about-gottman-method-couples-therapy/>

Howard Markman, Scott Stanley and PREP: <http://www.prepInc.com>

Multisystemic Therapy (MST): <http://mstservices.com/>

Filial Therapy: <http://www.filialtherapy.co.uk/>

Functional Family Therapy (FFT): <http://www.fftinc.com/index.html>

Families and Schools Together (FAST): <http://www.familiesandschools.org/>

Sheila Eyberg and Parent-Child Interaction Therapy (PCIT): <http://pcit.phhp.ufl.edu/>

Attachment Based Family Therapy (ABFT):
<http://nrepp.samhsa.gov/ViewIntervention.aspx?id=314>

You will be expected to *become familiar with the treatment manual* for the model and *read all of*

the original research articles on the model. You are also responsible for **tracking down any empirical research published on your approach.** Do web searches using PsychLit, Google Scholar and other sources. **You will have up to two hours (or in some cases more) for this presentation.**

Grading Criteria and Expectations for Clinical Review:

Create a Handout and Presentation (PPT) addressing ALL of the following issues:

Looking at the program of research on the model as a whole:

1. What are the major theoretical tenets of the treatment model? To what extent is the theoretical rationale for many of the interventions grounded in basic (nonintervention) social science research linking family dynamics and problematic behavior? (e.g., the link between poor parent-adolescent relationships and teenage drug abuse). **The assumption here it is that a couple/family intervention program is likely to be more effective if it has a strong empirically based theoretical rationale in literatures related to child development and family studies.**
2. Describe the history of the research on this approach including **key studies**, events, **turning points**, lessons learned, and so forth. Describe the extent to which there has been a systematic accretive research program on the model with one study building on another. In sum, you will be doing a central history of the program of research on this model.
3. Describe the extent to which the methods have been replicated by independent investigators not directly linked to the founder(s) of the model. (i.e., Are there studies on EFT by people other than Sue Johnson and those who work with ICEFT?)
4. To what extent has attention been paid to the issue of the transportability of the research model to actual (typical real-life) practice settings? To what extent is there evidence that the model works in real life practice settings?
5. To what extent have there been efforts to identify the mechanisms of change (why and how the intervention seems to work) through process research? (It is one thing to know that an intervention works; it is another thing to know how it works).
6. To what extent has the model addressed issues of economic evaluation (cost effectiveness/cost benefit analysis)?
7. For each *individual study*, rate the study on the following dimensions and then figure out an interesting way to present a summary of this data for all of the studies. A graph or chart is typically called for. IF you are working as a group, be sure that you work together on this summary and that the work does not appear to be a patchwork of independent efforts. Strive for continuity.

Was (or were) there (this list is a check list of what constitutes a strong study within the quantitative experimental paradigm):

- (a) Controlled assignment of treatment conditions through randomized clinical trials? (If

not, was there matching or some quasi-experimental design?--these are compromises but certainly better than no control over assignment to treatment conditions).

- (b) Manualized treatments?
 - (c) No contamination of major independent variables so that there are biases in favor of the preferred treatment model or against competing models: (this includes therapists' experience level, number of therapists per treatment condition, treatment length across treatments, and relevant therapeutic competence (e.g. a graduate student advocate of solution focused therapy doing behavior marital therapy for the first time offers a poor test for the power of the behavioral method). Overall, did the treatments seem to be equally valued?
 - (d) Close supervision and training of the therapists?
 - (e) Evidence offered for adherence to treatment protocols, and treatment fidelity was linked to outcome?
 - (f) Multiple outcome measures?
 - (g) Appropriate statistical analysis?
 - (h) Non-reactive dependent variables like incarceration, hospitalization, etc?
 - (i) A diverse sample?
 - (j) Special efforts made to recruit/retain subjects and particularly difficult subjects?
 - (k) Attention to comorbidity and multiple problem subjects and families?
 - (l) Long term follow up of one year or more? Specify how long.
 - (m) Therapist-investigator non-equivalence. (The therapist and the investigator are not the same person).
8. (IMPORTANT). Overall, give **your assessment of the strengths and weaknesses** of the research program and indicate what you think is the most important research that needs to be done in the future and why.
9. Describe how conclusions can be useful (or not) in your work with the clients.
10. Your handout must include an individual description of all of the individual research studies and (as noted above) some kind of summary of their methodological strengths and weaknesses.

See Grading Rubric (below) for further guidance on grading.***

5. Final Quiz (15%)

The final quiz is cumulative and based on the pre-test taken on the first day of class. The final quiz is intended to measure your retention of basic statistical and central concepts learned in this course.

2015 Research Course Schedule

YELLOW HIGHLIGHTS = Due dates and other important information

GREEN HIGHLIGHTING = NO CLASS/Semester Breaks

Feb. 4 **Introduction: The Nature of Social Sciences, Research, and Research Ideas**

- A. Course overview and introductions
- B. The research process. Becoming the Research-informed Clinician or Central Consumers of Research. Finding the Science to the Art of Therapy.
- C. Basic research concepts: theories, constructs, variables, questions, and hypotheses.
- D. Research paradigms and approaches. Quantitative, Qualitative, and Mixed Methods

Introduction: Research, Clinical, and Pastoral Practice

Reading: Sprenkle (2003) Chapter 1 (CAMS) **Library Reserve.**

- E. Research in a Theological Context
- F. Science and Practice

Feb. 11 **Central Concepts: Reading and Evaluating Research Reports and Integrating into Clinical Practice**

Reading: Patton, Topics 12, 71-76
Williams, Patterson, & Edwards (2014), Chapters 14-17 (CAMS)

- A. The Nature of Research Reports/Research Articles
- B. Evaluation of Ethics
- C. Reading and Evaluating Research Articles
- D. Translating Research Findings into Clinical Practice
- E. Using Couple and Family Therapy Research in Clinical Practice
- F. Talking to Clients About an Evidence-based Approach

Feb. 18 **Central Concepts: Quantitative Research Strategies**

Reading: Patton, Topic 2-8; 37-42

- A. Methods and purposes:
 - a. Questions, purposes, hypotheses
 - b. Nature, meaning & limitations of causation
 - c. Experimental methods and generalized causal inference
 - d. Random Assignment & Sampling
 - e. Randomized Controlled Trials (RCTs)
 - f. Quasi-experimental methods
 - g. Causal-comparative methods
 - h. Mathematical models and statistics as descriptive language

i. Mixed methods

Feb. 25 **Statistical Concepts: Measurement – Reliability and Validity**

Reading: Patton, Topic 27-36
Williams, Patterson, & Edwards (2014), Chapter 2 (CAMS)

- A. Concepts of reliability and validity
- B. Measuring reliability and validity
- C. Test, self-report, observation, etc.

Statistical Concepts: Organizing Data

Reading: Patton, Topic 43-46

- A. Description and inference in statistics
- B. Nature and function of hypothesis in quantitative research
- C. Organizing data in ways that make sense

March 4 **Statistical Concepts: Sampling and Comparing Data**

Reading: Patton, Topic 20-26

- A. Assessing sampling procedures
- B. Descriptive statistics

Statistical Concepts: Non-Parametric tests – Chi-square

Reading: Patton, Topic 47-48

- A. Hypothesis building
- B. Chi Square
- C. Type I and Type II Errors

March 11 **Statistical Concepts: Variability and the Normal Curve**

Reading: Patton: Topic 49-52, 57; Appendix D (pg. 189)

- A. The normal curve
- B. Randomness and probability
- C. Statistical significance vs. clinical significance

Central Concepts: Outcome and Evidence Based Practice

Reading: Sprenckle, D. (ed.). (2003). *Effectiveness research in marriage and family therapy*. Washington, D.C.: AAMFT. (CAMS)

Norcross et al: Prologue & Chapter 1

Class session discussion/debate led by:

March 16-20 Research and Reading

March 25 **Central Concepts: Outcome and Evidence Based Practice**

Reading: Norcross, et al: Chapter 2

Class session discussion/debate led by:

Statistical Concepts: Correlation and Regression

Reading: Patton: Topic 53

- A. Correlation
- B. Causation
- C. Measures: *r* and *R*
- D. Significance

Statistical Concepts: Comparing Means *t*-test and ANOVA

Reading: Patton: Topic 54-56

March 30-31 Easter Recess

April 1 **Central Concepts: Outcome and Evidence Based Practice**

Reading: Norcross, et al: Chapter 4

Class session discussion/debate led by:

DUE: Article Critique #1 – Quantitative Research Method

April 8 **Central Concepts: Survey of Research Methods**

- Meta-analysis
- Economic evaluation (cost effectiveness, cost benefit analysis)
- Delphi method
- Program Evaluation
- Task Analysis

Reading: Patton: Topic 58-63; Oka & Whiting (2013) *JMFT* article; Christenson et al. (2014) *JMFT* article

April 16 **Central Concepts: Brief Study of Advanced Statistical Methods**

- A. Factor Analysis
- B. Structural Equation Modeling (SEM)

- C. Multilevel Modeling (MLM)
- D. Dyadic Research Methods

Reading: Norcross, et al: Chapter 5; Wittenborn, Dolbin-McNabb, & Keiley (2013) *JMFT* article

Class session discussion/debate led by:

April 22 **Central Concepts: Qualitative Methods**

Reading: Patton: Topic 64-70

- A. The nature of qualitative research
- B. Research questions
- C. Usefulness and validity
- D. Postmodern framework
- E. Example

Reading: Norcross, et al: Chapter 8

Class session discussion/debate led by:

April 29 **Central Concepts: Qualitative Methods**

Central Concepts: Outcome and Evidence Based Practice

Reading: Norcross, et al: Chapter 8

Class session discussion/debate led by:

FINAL QUIZ

May 6 **Central Concepts: Spirituality and Mental Health Research**

Reading: Koenig: Chapter 3 & 22

DUE: Clinical Research Review and Presentation

DUE: Article Critique #2 – Qualitative Research Article

May 11 & 12 **Research & Study**

May 13 & 14 **Final Exams**

Appendix

Central Class Policies

Grade Scale and Philosophy

A	96.6-100
A-	93.6-96.5
B+	90.6-93.5
B	87.6-90.5
B-	85.6-87.5
C+	83.6-85.5
C	81.6-83.5
C-	79.6-81.5
D	70.6-79.5
F	Below 70.6

Individuals admitted to graduate study are expected to perform well consistently in academic work. This is translated into grades in the following way. Basic mastery of the body of knowledge required for a course at a level expected for graduate study results in scores in the B to B+ range. Grades of A- are granted for work which demonstrates: 1) basic mastery of the body of knowledge and 2) independent thought about the subject matter. Grades of A are granted for work which demonstrates: 1) mastery of the required body of knowledge, 2) independent thought about the subject matter, and 3) creative/integrative use of the material, exceptional writing and expression which integrates the material into a student's own system of thought, and/or exceptionally well done or articulated research.

Expectations for Class.

1. Assignments are due on the day they are assigned.
2. Given the intensive nature of this class, late assignments will be graded down one letter grade per day, beginning the day after the assignment is due.
3. Late assignments will not be accepted past two days overdue.
4. Reading and discussion are expected of all participants.
5. As per seminary policy, an incomplete will be granted only because of serious personal or family problems or a major illness. Procrastination and poor planning are not generally acceptable as illness. While these may be personal problems, they do not qualify as the kind of circumstantial disruption of life that will qualify for an incomplete.

Attendance

Learning is a complex activity that requires conceptual and experiential participation by those who wish to learn. Student attendance and participation is fundamental to the way the learning environment is structured for this course. Attendance and participation is required to earn a passing grade. While circumstances may require an adult learner to miss class occasionally, absence from more than 10% of the

classroom experience will affect student learning and (consequently) the student's grade. Extreme circumstances, such as health problems, family concerns, etc. must be discussed with the professor *prior* to multiple missed classes. Students unable to attend at least 75% of classes are advised to drop the class prior to the registrar's WP deadline, or receive a failing grade.

Form for Writing Assignments

All papers submitted for grades must be written in APA approved style (6th edition) and be double-spaced.

- Major research papers, book reviews, etc. should include a cover sheet with the assignment title, your name, and the class for which you are writing.
- Weekly assignments should include at the top of the first page your ***name, title of the assignment, and the date the assignment is due***. These papers are to be folded in half (vertically) with your name and mailbox number on the outside. This allows returning them to you through campus mail.
- All sources used in writing assignments must be cited appropriately and according to APA style. ***Failure to cite sources is plagiarism. You must give credit for quotes and ideas used in your writing. Papers submitted for grades that demonstrate plagiarism will receive a failing grade, and students will be subject to the seminary policy regarding plagiarism.***

Inclusive Language is a Seminary Policy

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue. Learning is fundamentally and intentionally inclusive.

Since all learning is inherently ethical and political, and theological discourse has been traditionally patriarchal and gender exclusive, the Seminary has established a policy, in the interest of constructing an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism also permeates our society and is detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to racial inclusiveness.

MFT Research Comprehensive Rubric

Scoring Directions: Mark or highlight observations in each area. Complete rating score at the end of the rubric.

Scoring: 0-2 unacceptable (grade C and below), 3-5 marginal (grade C to B-), 6-8 expected (grade B to A), 9-10 exceeds expectations for student's level of training.

I. Assignment: Journal Article Critique 1 Instructions: Critiques should be a substantial review of the assigned article and should demonstrate competent understanding of class content up to time when the critique is due. The purpose of the critique is to summarize the conclusions and centrally evaluate the article for its quality of research and usefulness of the results and conclusions. In your critique you will need to describe how you think the results can be useful (or not) in your work with clients. Critiques must be written in APA style (6 th Edition). For instructions about evaluating articles, see Pyrczak, <i>Evaluating research in academic journals</i> . Maximum: 5 pages per critique. See syllabus for assigned article.				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Category Score: _____
N/A	1-Review reflects careful analysis of each of the central areas of analysis outlined in Pyrczak (1999)	1-Review reflects use of the central areas of analysis outlined in Pyrczak (1999)		SLO: 1 MFTC: 6.3.3
2-Review shows exceptional understanding of research question, hypothesis(es), and how methods and research questions interact	2-Review shows good understanding of research question, hypothesis(es), and how methods and research questions interact	2-Review shows minimal understanding of research question, hypothesis(es), and how methods and research questions interact		SLO: 1 MFTC: 6.3.3
3-Review demonstrates excellent discussion of data collection, instrumentation, and statistical tools used by the researchers	3-Review demonstrates an adequate understanding of data collection, instrumentation, and statistical tools used by the researchers	3-Review demonstrates a minimal understanding of data collection, instrumentation, and statistical tools used by the researchers		SLO: 1 MFTC: 6.3.3
4-Review show careful and nuanced discussion of validity and reliability in relationship to the study's methodology	4-Review show effective understanding of validity and reliability in relationship to the study's methodology	4-Review show some understanding of validity and reliability in relationship to the study's methodology		SLO: 1 MFTC: 2.1.7
5-Analysis identifies and discusses any methodological (or other) flaws and addresses the strengths and limitations of the study's conclusions	5-Analysis identifies any methodological (or other) flaws and addresses the strengths and limitations of the study's conclusions	5-Analysis identifies any methodological (or other) flaws and mentions strengths and limitations of the study's conclusions		SLO: 1 MFTC: 6.3.2, 6.3.3
II. Assignment: Journal Article Critique 2 Instructions: Critiques should be a substantial review of the assigned article and should demonstrate competent understanding of class content up to time when the critique is due. The purpose of the critique is to summarize the conclusions and centrally evaluate the article for its quality of research and usefulness of the results and conclusions. In your critique you will need to describe how you think the results can be useful (or not) in your work with clients. Critiques must be written in APA style (6 th Edition). For instructions about evaluating articles, see Pyrczak, <i>Evaluating research in academic journals</i> . Maximum: 5 pages per critique. See syllabus for assigned article.				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Category Score: _____

N/A	1-Review reflects careful analysis of each of the central areas of analysis outlined in Pirczak (1999)	1-Review reflects use of the central areas of analysis outlined in Pirczak (1999)		SLO: MFTC:
2-Review shows exceptional understanding of research question, hypothesis(es), and how methods and research questions interact	2-Review shows good understanding of research question, hypothesis(es), and how methods and research questions interact	2-Review shows minimal understanding of research question, hypothesis(es), and how methods and research questions interact		SLO: 1 MFTC: 6.3.3
3-Review demonstrates excellent discussion of data collection, instrumentation, and statistical tools used by the researchers	3-Review demonstrates an adequate understanding of data collection, instrumentation, and statistical tools used by the researchers	3-Review demonstrates a minimal understanding of data collection, instrumentation, and statistical tools used by the researchers		SLO: 1 MFTC: 6.3.3
4-Review show careful an nuanced discussion of validity and reliability in relationship to the study's methodology	4-Review show effective understanding of validity and reliability in relationship to the study's methodology	4-Review show some understanding of validity and reliability in relationship to the study's methodology		SLO: 1 MFTC: 6.3.3
5-Analysis identifies and discusses any methodological (or other) flaws and addresses the strengths and limitations of the study's conclusions	5-Analysis identifies any methodological (or other) flaws and addresses the strengths and limitations of the study's conclusions	5-Analysis identifies any methodological (or other) flaws and mentions strengths and limitations of the study's conclusions		SLO:1 MFTC: 2.1.7
III. Assignment: Evidence-based classroom debate Instructions: See syllabus and classroom instructions				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Category Score: _____
1-Demonstrates excellent preparation based in reading that includes and extends beyond class assignments.	1-Demonstrates good preparation based in reading and class assignments.	1-Demonstrates good preparation based in reading and class assignments.		SLO: 1, 2 MFTC:6.1.1
2-Demonstrates exceptional understanding of evidence based therapy and its application to clinical practice	2-Demonstrates good understanding of evidence based therapy and its application to clinical practice	2-Demonstrates good understanding of evidence based therapy and its application to clinical practice		SLO: 1,2 MFTC:6.3.2, 3.1.1, 6.3.2
3-Demonstrates well-integrated understanding of alternative positions related to evidence-based practice and articulates these with excellent central analysis	3-Demonstrates an integrated understanding of alternative positions related to evidence-based practice	3-Demonstrates a basic understanding of alternative positions related to evidence-based practice		SLO: 1, 2 MFTC: 4.1.2, 6.3.2
4-Demonstrates ability to take a position related to evidence-based practice and defend that position	4-Demonstrates ability to take a position related to evidence-based practice and defend that position	4-Demonstrates ability to take a position related to evidence-based practice and defend that position		SLO: 1, 2 MFTC: 4.1.2
IV. Clinical Research Review Instructions: present the research on one of the following <u>programmatic empirically validated treatment groups</u>: <u>Couple Interventions:</u> <ul style="list-style-type: none"> Andrew Christensen and colleagues in Integrative Behavioral Couples Therapy Sandra Stith and colleagues in treatment of intact couples with intimate partner violence (IPV) 				

<ul style="list-style-type: none"> ○ Sue Johnson and colleagues in Emotion Focused Therapy ○ John Gottman and colleagues in Gottman Method ○ Howard Markman and Scott Stanley in PREP <p><u>Child/Family Interventions:</u></p> <ul style="list-style-type: none"> ○ Scott Henggeler and colleagues in Multisystemic Therapy (MST) ○ Guerney and colleagues in Filial Therapy ○ J. Alexander and colleagues in Functional Family Therapy (FFT) ○ Lynn McDonald and colleagues in Families and Schools Together (FAST) ○ Sheila Eyberg and colleagues in Parent-Child Interaction Therapy (PCIT) ○ Guy Diamond and colleagues in Attachment Based Family Therapy (ABFT) 				
Exceeds Expectations for level of training (9-10)	Expected (6-8)	Marginal (3-5)	UA (0-2)	Category Score
1-Handout and report identifies major theoretical tenets and attends to additional nuances of treatment model. Addresses the theoretical rationale for intervention with exceptional understanding of social science research.	1-Handout and presentation identifies major theoretical tenets of treatment model and addresses adequately the theoretical rationale for intervention as established in social science research	1-Handout and report identifies some theoretical tenets of treatment model. Some or little attention to the theoretical rationale for intervention as established in social science research.		SLO: 1 MFTC: 6.1.2
2-Handout and report includes an exceptionally well done central history of the research that includes attention to key studies, events, turning points and exceptional insight into how these participate in a systematic accretive research program that supports model development.	2-Handout and presentation include a central history of the research with clear attention to key studies, events, turning points and how these participate in a systematic accretive research program that supports model development.	2-Handout and report includes some history of the research and key studies, events, turning points. Minimal central evaluation or understanding of how these participate in a systematic accretive research program that supports model development.		SLO: 1 MFTC: 6.1.1, 6.1.2,
3-Handout and report attend carefully and centrally to how studies are replicated by independent investigators.	3-Handout and presentation attend to the extent to which studies are replicated by independent investigators.	3-Handout and report mention if studies are replicated by independent investigators.		SLO: 1 MFTC: 2.1.7, 6.1.1, 6.1.2, 2.1.7
4-Handout and report demonstrates exceptional student understanding of “transportability” and describes how their selected model meets criteria.	4-Handout and presentation demonstrates student understanding of “transportability” and describes how their selected model meets criteria.	4-Handout and report include some discussion of “transportability.”		SLO: 1 MFTC: 6.3.3, 6.3.2, 3.1.1, 4.1.2
5-Handout and report demonstrates exceptional student understanding of “mechanisms of change” with nuanced interpretation of how study identifies (or does not identify) these mechanisms.	5-Handout and presentation demonstrates student understanding of “mechanisms of change” with good comprehension of how study identifies (or does not identify) these mechanisms.	5-Handout and report demonstrates student minimal understanding of “mechanisms of change” and how study identifies (or does not identify) these mechanisms.		SLO: 1 MFTC: : 6.3.3, 6.3.2, 3.1.1, 4.1.2
6-Handout and reports demonstrates exceptional understanding of “economic evaluation” and its importance to clinical research.	6-Handout and presentation demonstrates good understanding of “economic evaluation” and its importance to clinical research.	6-Handout and reports demonstrates minimal understanding of “economic evaluation” and its importance to clinical research.		SLO: 1 MFTC: : 6.3.3, 6.3.2, 3.1.1, 4.1.2
7-Summary of rating of each individual study comprehensively includes all required dimensions (see syllabus instructions).	7-Summary of rating of each individual study includes all required dimensions (see syllabus instructions) and is relatively	7-Summary of rating of each individual study includes some required dimensions (see syllabus instructions).		SLO: 1, 2 MFTC: 6.3.3

Summary and conclusions are professionally, clearly and effectively communicated and interpreted in a chart or graph.	comprehensive. Summary and conclusions are clearly and effectively communicated in a chart or graph.	Summary and conclusions are communicated with some effectiveness in a chart or graph.		
8-Handout and presentation provides an exceptional summary assessment of the strengths and weaknesses of the research program based in evaluation of individual research studies. Conclusion includes a careful and articulate central assessment of how research is helpful to the student's work with clients and an assessment of needed further research.	8-Handout and presentation provides an effective summary assessment of the strengths and weaknesses of the research program based in evaluation of individual research studies. Conclusion includes a central assessment of how research is helpful to the student's work with clients and an assessment of needed further research.	8-Handout and presentation provides a marginal summary assessment of the strengths and weaknesses of the research program and some assessment of how research is helpful to the student's work with clients.		SLO: 1, 2 MFTC: 3.1.1, 4.1.2, 6.1.2, 6.3.2, 6.3.3,

Grade: ____

Comments: