

Marriage and Family Research
PC 281-3
Spring 2019
Wednesdays 8:30 -11:20 AM
Schlegel 123

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Course Description

This course is a study of empirical research methods and their application to 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 services	Class Participation Course Readings
Know how to conduct literature searches through appropriate databases	SLO 1 (see above) MFTC 6.1.1 (see above)	Class Participation Course Readings Class Research Project Final Paper
Be able to interpret research in journal articles and to evaluate conclusions drawn from these data.	SLO 1: (see above) MFTC: 2.1.7 Understand concepts of reliability and validity and how these influence clinical decision-making MFTC: 6.1.1 & 6.1.2 (see above) MFTC: 6.3.3 Critique...research and assess quality of ...studies	Class Participation Course Readings Journal Critique Assignment
Be able to articulate a basic understanding of how statistics are used in research methods	SLO 1: (see above) MFTC: 2.17 (see above)	Class Participation Course Readings Quizzes
Be able to discuss the current literature related to evidence-based practice	SLO 1: (see above) 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, techniques are most effective for presenting problems MFTC: 4.1.2 Recognize strengths, limitations, contraindications of specific therapy models MFTC: 6.1.1 (see above)	Class Participation Course Readings Final Paper

	MFTC: 6.3.2 Use current MFT and other research to inform clinical practice	
Be able to state a position related to evidence-based practice	SLO 1: (see above) SLO 2: (see above) MFTC: 6.1.1 (see above) MFTC: 6.3.2 (see above)	Class Participation Course Readings Final Paper
Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “...can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008).		
Evidence-based Practice Definition: EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).		

Course Requirements

1. Assigned Readings, Class Participation, Attendance (15%)

Students will complete required reading and participate in class discussion each class period.

2. Quizzes (3) –statistics and methodology (5% each, total 15%)

3. Journal Article Critiques (15% each, total 30%) 3 pages in length

Each student will complete two separate journal article critiques during the semester. One will focus on a quantitative journal article and the other a qualitative research article. 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. For instructions about evaluating articles, see , *Appendix II Guide to Evaluating Research Studies in WPE*.

Articles to be reviewed will be assigned at a later date.

4. Research Proposal Project (30%)

The Research Proposal Project (Statement of the problem, literature synthesis, methods, and implications for practice) should include the following elements: introduction, brief literature review, the statement of research problem, methods, implications for practice, and references. Students will choose a topic of interest in the field of couple and family therapy and use this topic as an anchor for the research project. The research topic chosen will be narrowed down (or expanded) to reformulate into a problem for research. The research problem will include the context and need for studying the topic, the participants to be studied, and the potential research design that would address the problem. As part of the course, students will learn to read peer-reviewed research articles and will analyze articles applying the knowledge gained from class lectures, discussions, and textbook reading. The research literature synthesis will consist of the synthesis of literature based using analysis skills gained in class and articles discovered outside of class relevant to the research topic. The articles must be from peer-reviewed journal

articles and should include different kinds of research methodologies. The body of the proposal must be at least 8 pages (title page, references do not count toward this amount), 1-inch margins, double-spaced, and in APA format. **Proposed research must be plausible enough to conduct the study; however, please note that you will not actually conduct the study for this class.**

5. Final Paper (10%)

Each student will be required to write a final paper for this course that will be due during finals week. Students will write a 2 page double spaced, APA format (no more than 2 pages of text, excluding references—only the first 2 pages will be evaluated) paper reflecting on your own experience in the course and your understanding or research in relation to work as a MFT.

Summary of Grading

15% Readings, Class Participation, and Attendance

15 % Quizzes

30 % Journal Article Critiques

30% Research Proposal Project

10% Final Paper

100% Total

Required Text

WPE = Williams, L., Patterson, J., & Edwards, T. M. (2014). *Clinician's Guide to Research Methods in Family Therapy: Foundations of Evidence-based Practice*. Guilford Publications.

Patten = Patten, M. (2013). *Understanding research methods: An Overview of the Essentials* 9th ed. Los Angeles: Pryczak Publishing.

Trochim =, W.M. (2006). The Research Methods Knowledge Base, 2nd Edition. Internet <http://www.socialresearchmethods.net/kb/> (version current as of October 20, 2006).

Library Reserve

Sprenkle, D., Davis, S., & Lebow, J. (2009). *Common factors in couple and family therapy : The overlooked foundation for effective practice*. New York: Guilford Press.

Sexton, T. L., & In Lebow, J. (2016). *Handbook of family therapy*. Routledge.

Additional Readings on CAMS

Pinsof, W. M., & Wynne, L. C. (2000). Toward progress research: Closing the gap between family therapy practice and research. *Journal of Marital and Family Therapy*, 26(1), 1-8.

Sprenkle, D. H., & Piercy, F. P. (2005). *Research methods in family therapy, 2nd edition*. New York: Guilford Press. pp. 3-40

Cain, H. I., Harkness, J. L., Smith, A. L., & Markowski, E. M. (2003). Protecting persons in family therapy research: An overview of ethical and regulatory standards. *Journal of marital and family therapy*, 29(1), 47-57.

Family Therapy Magazine September/October 2014 Research Informed Therapists

http://www.sextherapiststlouis.com/files/SOFTM_SINGLEPAGE.pdf

Hohmann-Marriott, B. E. (2001). Marriage and family therapy research: Ethical issues and guidelines. *American Journal of Family Therapy*, 29(1), 1-11.

Karam, E. A., & Sprenkle, D. H. (2010). The research-informed clinician: a guide to training the next-generation MFT. *Journal Of Marital And Family Therapy*, 36(3), 307-319.

Wittenborn, A. K., Blow, A. J., Holtrop, K., & Parra-Cardona, J. R. (2018). Strengthening Clinical Research in Marriage and Family Therapy: Challenges and Multilevel Solutions. *Journal of marital and family therapy*.

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/jmft.12338>

Course Policies

Student responsibility- Class attendance is expected. Read the assigned material prior to each class session and come to class prepared to participate in the discussions. You are responsible for all assignments, material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

Classroom Behavior - Tardiness and early departures are distracting and not appreciated by me as the instructor, nor your fellow classmates. Please avoid these behaviors unless absolutely necessary. You are expected to adhere to the following principles during class: 1) no text messaging, phone calls, emailing, or surfing the internet; and 2) no side conversations irrelevant to the class.

Issues of Privacy and Confidentiality - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. In other words, please exercise confidentiality, any discussion in the class should stay in the class

Inclusive/Expansive Language – The practice of using inclusive language is encouraged of all LPTS staff, students, and faculty. In classroom discussions and writing assignments it is important to avoid divisive terms that reinforce stereotypes or are pejorative. Please access the following web page for resources to assist in using non-biased language:

<http://www.lpts.edu/academics/academic-resources/guides-policies-and-handbooks/inclusive-and-expansive-language>

Attendance Policy- According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. **Three or more absences (1/4 of the course) will result in a failing grade in the course.**

Late work – **Assignments are due at the beginning of class unless otherwise specified.** Due dates for every assignment are provided on the course syllabus and course schedule. **An assignment submitted within 24 hours of the due date will only be eligible for 80% of the maximum number of points allotted. Assignments submitted more than 24 hours after the due date will not be accepted.** There are no make-ups for in-class writing, activities, or the final exam. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

Writing guidelines - **All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced.** Homework assignments assume a certain level of writing skills, and points will be deducted if your writing assignments are difficult to read due to poor writing. If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

All assignments should be completed using APA format 6th edition.

If you have questions, please see the following resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01>

Assignments that do not meet the writing guidelines will be returned for correction and will not be graded until corrected. Assignments will be reduced by 10% for each day (including the initial due date) after the assignment is late due to failure to adhere to the writing guidelines.

Drop/Withdrawal - If you decide to withdraw from this course, you must follow the Registrar's Office's specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal written request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or therapist of the student's ability to resume academic and professional work before being readmitted to classes in the following term or semester.

Academic Honesty - All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, Student Handbook, p. 16.

Accommodations - Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester. Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment within the first 3 class sessions. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Grading Scale and Philosophy

Individuals admitted to graduate study are expected to perform consistently and well in academic work. This is translated into grades in the following way:

1. Grades of A are granted for work which demonstrates mastery of the required body of knowledge, independent thought about the subject matter, and creative/integrative use of the material, exceptional writing which integrates the material into a student's own system of thought, and/or exceptionally well done or articulate research.
2. Grades of A- are granted for work which demonstrates basic mastery of the body of knowledge, and independent thought about the subject matter.
3. Basic mastery of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
4. Scores C and below do not meet the standard expected for graduate level academic work.

A 96.6-100

B 87.6-90.5

C 81.6-83.5

A- 93.6-96.5

B- 85.6-87.5

C- 79.6-81.5

Appendix I.

Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “..can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)

Evidence-based Practice Definition: EBP is a “...practice-friendly approach to using research to enhance family therapy” (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).

MFT Student Learning Outcomes

SLO 1 Graduating students will be able to conduct evidence-based therapy with individuals, couples and families that meets entry-level professional standards.

SLO2 Graduating students will demonstrate a broad knowledge of systemic theory and MFT treatment models and flexibly apply these in evidence-based practice.

SLO3 Graduating students will be able to apply an ethical framework, including but not limited to the AAMFT Code of Ethics, to make appropriate decisions in therapy, advocacy, service and public participation.

SLO4 Graduating students will be able to use a multi-contextual approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client, client-therapist, supervisory, and broader social systems.

SLO5 Graduating students will be able to use a clinically appropriate theological/spiritual framework in the practice of Marriage and Family Therapy.

MFT Core Competency Domains (MFTC Domains)

Competency Domain 1-- Foundations of Treatment: Knowledge of system concepts, skills to establish therapeutic relationships.

Competency Domain 2--Clinical Assessment and Diagnosis: Skills related to activities focused on the identification of the problems and concerns to be addressed in therapy.

Competency Domain 3--Treatment Planning and Case Management: Skills related to treatment planning with client/client family, managing case from intake to termination including referral and safety planning.

Competency Domain 4--Therapeutic Interventions: Skills used to ameliorate clinical problems and help client/client families with desired changes.

Competency Domain 5--Legal Issues, Ethics, and Professional Standards: All aspects of therapy that involve statutes, regulations, principles, values, and mores of MFTs.

Competency Domain 6--Research Application: Use of current MFT and behavioral health research to inform evidence-based clinical practice.

Competency Domain 7--Self of Therapist: Awareness and management of personal reactions to clients and treatment process and how these impact observation, intervention and clinical outcomes.

Competency Domain 8--Theological and Spiritual Integration: Attending to pastoral, theological and spiritual dimensions of therapy and therapist-client interactions.

Competency Domain 9--Supervision and Collaboration: Use of supervision and collaboration to improve skills and enhance client care.

Course Schedule 2019 (subject to change)	
Topic	Readings and Assignments
2/13 Introduction to the Course Dispelling Myths and Preconceptions	<ul style="list-style-type: none"> • Syllabus Review • No required reading
2/20 The Nature of Social Sciences, Research, and Research Ideas	<ul style="list-style-type: none"> • WPE Chapter 1 • Sprenkle & Piercey (CAMS) • Patten Topic 1, 9 -11
2/27 Research Foundations	<ul style="list-style-type: none"> • WPE Ch. 2 -4 • Patten Topics 2-4
3/6 Survey Research Ethics in Research	<ul style="list-style-type: none"> • WPE Ch.5 & 8 • Patten 7-8 • Cain et al (2003) • Hohmann-Marriott (2001) • Quiz 1
3/13 Evidence Based Approach	<ul style="list-style-type: none"> • WPE Ch. 12 • Sexton & Lebow Ch. 16 • WPE Appendix I & III
3/18-3/22 Research and Study	
3/27 Reviewing Research and Literature Review Reading and Evaluating Research Reports	<ul style="list-style-type: none"> • WPE Ch. 13& 14 & Appendix II • Patten 14-18 • Quiz 2
4/3 The Research Process: Developing a Research project	<ul style="list-style-type: none"> • http://www.socialresearchmethods.net/kb/strucres.php • http://www.socialresearchmethods.net/kb/resprob.php • http://www.socialresearchmethods.net/kb/probform.php • Journal Article Critique 1 due
4/10 Understanding Statistics	<ul style="list-style-type: none"> • WPE Ch. 9-11 • Patten Topics 47-50 & 54-56
4/17 Qualitative Research	<ul style="list-style-type: none"> • WPE Ch. 6 • Patten Topics 68-74) • Journal Article Critique 2 due
4/18-4/19 Easter Recess	
4/24 Integrating into Clinical Practice	<ul style="list-style-type: none"> • WPE Ch. 15 & 16 • Pinsoff & Wynne (2000) • Quiz 3
5/1 Integrating into Clinical Practice	<ul style="list-style-type: none"> • WPE Ch. 17 &18 • Family Therapy Magazine September/October 2014 Research Informed Therapists
5/8 Course Wrap Up	<ul style="list-style-type: none"> • No required reading • Research Proposal Due
Final Paper Due 5/15	