

COUPLE AND FAMILY THERAPY RESEARCH SEMINAR  
CFT 779, Fall 2019, 3 credits  
Couple and Family Therapy Program

Kirk Kerkorian School of Medicine at UNLV  
1001 Shadow Lane Campus

**Professor:** INSTRUCTOR

**Office Hours:** By appointment only

**Class Time:** Wednesdays 1:00pm - 3:45pm

**Phone:** NUMBER

**Room:** Virtual

**Email:** EMAIL

**Office:** OFFICE

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### REQUIRED TEXTS

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.

Other Required Readings – posted on Webcampus

Belmont Report (1979).

Dan Markinson Case (2015).

Greenstein, T. N. (2006). Why do research on families?. In *Methods of family research*(pp. 1-14). SAGE Publications, Inc., <https://www.doi.org/10.4135/9781412990233>

Nelson, T., & Allred, D. (2005). Survey research in marriage and family therapy. In D. Sprenkle and F. Piercy (Eds.), *Research methods in family therapy* (2nd ed., pp. 211-237). New York: Guilford.

Piercy, F., & Hertlein, K. M. (2005). Focus groups in family therapy research. In D. Sprenkle and F. Piercy (Eds.), *Research methods in family therapy* (2nd ed., pp. 85-99). New York: Guilford.

### COURSE DESCRIPTION

This seminar covers the application and integration of marriage and family therapy outcome and process research. There is an emphasis on developing knowledge necessary to understand the results of and apply the methods of marriage and family research through an exploration of applied research methods and relevant research findings.

### Course Objectives

Students who successfully complete this course will:

- Identify methodological and theoretical issues in the field of research in the helping professions.
- Evaluate research.
- Practice analyzing data.
- Design a research proposal, including designing appropriate questions, methodology, and analyses.

In addition, students who successfully complete this course will build upon the following

**Student Learning Outcomes (SLO):**

- Identify foundations and contemporary conceptual directions for the MFT field
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### **Analysis/Interpretation (AI) Assignments:**

There are 5 AI assignments to be completed throughout the course. Each of these assignments will help you to practice a different content area we discussed in class primarily related to understanding analyses and interpretation. Each assignment ranges in value from 10 to 30 points a piece, for a total of 80 points at the completion of the semester. Additionally, each assignment will be accompanied by an assignment sheet which walks you through how to complete the assignment, step-by-step. Because some students may be more interested in qualitative methodologies and others more interested in quantitative methodologies, you will have an opportunity to select some of the assignments you want to complete from an assignment menu attached to this syllabus. Some of the AI assignments require that you use SPSS, a software data analysis program. The following computer labs on UNLV's campus have SPSS: [CBC B131](#), [CBC B135](#), [CBC C129](#), [CBC C321](#), [CDC 610](#), [CEB 309A](#), [FDH 235](#), [FDH 245](#), [LLB 3251](#), [LLB 3266](#), [MSU 233](#), and [WRI C211](#). You can click on each of these classrooms to have a webpage come up with the hours of the lab and available software. Measurement Procedure: Students will be evaluated on the completion of the assignment and the accurateness of their responses. This fulfills SLO 1-4.

### **Creating a Mini-Survey:**

In this assignment, you will create an online survey and have your class members take it (class members - you have to take 5 surveys based on group assignments). You have to (a) generate 10 questions, and (b) include two different types of questions (i.e., multiple choice, open-ended, etc). You will use Qualtrics (UNLV survey software) for this assignment. Please see the online description of this assignment or the Assignment Guide for more details.

**Measurement Procedure:** Students will be evaluated on the completion of the assignment, their professionalism, and the accurateness of their responses. This assignment is worth 30 points. This fulfills SLO 1-4.

### **Ethical Research Movie Assignment:**

In order to ensure you understand the ethical considerations of conducting research, there will be a movie assignment. This assignment will require you to think critically, use knowledge you have gained from class and independent reading about what it means to conduct research studies. Using the Belmont findings of Justice, Beneficence, and Respect you will watch one of three movies and answer the discussion questions in APA paper format.

**Measurement Procedure:** This assignment is worth 75 points. Students will be evaluated on the degree to which they correctly respond to the assignment questions and illustrate understanding of ethical considerations when conducting research. Late papers will not be accepted. This fulfills SLO 13-15.

### **Research Proposal Presentation and Related Assignments:**

The cumulative experience in this course is the completion of a research proposal presentation. You will choose a topic related to marriage and family therapy, read widely on that issue, and prepare a scholarly, referenced research proposal presentation. You may utilize qualitative,

quantitative, or mixed methods in your proposed project. This presentation is not a summation of the literature in the field or a rehashing of someone's already identified research topic; rather, it is designed to be an original and creative research proposal within the field of MFT. For those of you planning on doing a thesis or a research capstone, this is YOUR opportunity to prepare your proposal defense powerpoint and get some feedback.

Your presentation will include the following information:

- Introduction (1-2 slides)
- Statement of the problem
- Significance of the problem
- Review of the literature, including theoretical basis
- Research Questions (hypotheses)
- Methodology (1-3 slides)
- Participants
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required to be presented to the instructor by the next class period. Unexcused absences refer to arriving at class more than five minutes after class has begun, leaving class prior to dismissal without a medical emergency, or not attending class at all. Any unexcused absences beyond two can/will result in a consequence, one of which may potentially be dismissal from the course.

**Professionalism:**

This criterion addresses the essential elements that are necessary to perform professionally in society, such as dependability, professional presentation, initiative, empathy, and cooperation. These behaviors are developed through the recognition of skills, practice, experience, role mentorship, and evaluative feedback. Emphasizing the importance of these behaviors will strengthen you for your professional roles. As a therapist-in-training, you are expected to

Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped, or be discussed by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills. (Neukrug, E. (1999). *The world of the counselor*. Pacific Grove, CA.: Brook/Cole.)









The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).\

## UNLV WRITING CENTER

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment

## Course Schedule

### WEEK ONE 8/25:

Research Process: Applied versus Basic Research; Differences between Qual and Quant; Steps in the Research Process; Qualitative Philosophies

Reading:

Williams et al. (2014) Chapters 1 & 14; Greenstein (2006).

### WEEK TWO 9/1:

Designing Research Part I: Problem/question formulation; Experimental v. Correlational Research; Developing hypotheses

Reading:

Williams et al. (2014) Chapters 12 & 13

### WEEK THREE 9/8:

Designing Research Part II: Conceptualization/Operationalization; Descriptive Statistics; Types of Data/Levels of Measurement

Reading:

Williams et al. (2014) Chapters 2 & 9

Assignments Due:



## WEEK NINE 10/20:

Executing Research Part III: Survey research; Correlational research

Reading:

Williams et al. (2014) Ch q0



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## Student Contact Information

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# Academic Misconduct Contract



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