

Department of Family Relations & Applied Nutrition
University of Guelph

**FRAN 6180 – Research Issues in Couple and Family
Therapy
Fall 2015**

COURSE OUTLINE

Instructor: Lynda M. Ashbourne, PhD, RMFT **Phone:** Ext. 54237
Office: CFT Rm. 248 **Office Hours:** by appointment
e-mail*: lashbour@uoguelph.ca *Response by next working day. Do not expect a response on weekends.*
Classes: Tuesdays, 11:30-2:20, MACS331

Course Description:

The focus of this course is on CFT research issues related to evidence-based practices, therapeutic outcome, and therapeutic process [EG-2]. The course includes an introduction to CFT efficacy research and the importance of evidence-based practice, a review of quantitative and qualitative research methods and exemplary research, and an examination of ethical considerations in conducting research with couples and families. In addition, the course focuses on specific research examining treatment efficacy for selected clinical issues affecting the health and functioning of couple and family systems. Skill-training for research-informed therapists and researcher-practitioners, including accessing research literature, critical appraisal of knowledge, and knowledge-translation strategies is also incorporated into the course.

Note that relevant Educational Goals [EG] and Expected Student Learning Outcomes [ESLO] are attached below. For complete listing of these, see the Student Orientation Manual.

Course Learning Objectives

By the completion of this course, the successful student will be able to:

1. Articulate an awareness of the current state of outcome/efficacy/evidence-based research in CFT. (broad knowledge of current discourse in field, professional challenges, areas of growth/development)
2. Articulate a broad understanding of current research methods (and associated core principles) utilized within the field of CFT, including qualitative and quantitative methods and analysis, and measurement tools that are utilized widely in research outcome studies as well as clinical assessment.
3. Articulate the difference between outcome and process research, and describe the associated implications for understanding therapy interventions, interactional processes, and the process of change.
4. Review in writing, for a professional audience, a specific (limited) area of current research in the field of CFT that includes a coherent description of primary findings together with a synthesis of the current state of research including clinical applications and gaps or limitations of extant literature.
5. Utilize knowledge translation skills to present research findings and implications (in a specific topic area) in language and terms oriented to a lay audience.
6. Critique professional published research, assessing the quality of research studies and program evaluation literature in terms of the congruence between theoretical orientation, methodological approaches and claims related to clinical implications, as well as taking a critical perspective with respect to the consideration of various social locations and marginalized populations, and potential biases and values associated with these approaches to CFT research.

* Students are required to check their uoguelph.ca e-mail account regularly as per university regulations: e-mail is the official route of communication between the University and its students.

Educational Goals and Expected Learning Outcomes	Incorporation and Assessment
SCIENTIFIC INQUIRY AND CRITICAL EVALUATION [emphases added]	
Educational Goal: Students will <i>develop a professional identity</i> encompassing an interdisciplinary sensibility, informed by relevant research-based information from related disciplines (family therapy, sociology, psychology, social work, health, etc.) and supported by the principles of critical appraisal of knowledge.	Didactic content; assigned and selected readings; class discussion; Assignments #1, #2, #3
ESLO 2 a. Students will <i>develop an appreciation for the core principles</i> of qualitative and quantitative research methodologies and demonstrate an ability to critically evaluate the merits of social science research.	Didactic content; assigned and selected readings; class discussion; Assignments #1, #2, #3
ESLO 2 b. Students will <i>demonstrate an ability to write coherently</i> about integrating theory, research, and practice skills related to their professional work.	Assignments #1, #2, #3
ESLO 2 c. Students will <i>have knowledge of current research</i> developments in the couple & family therapy field, including empirically validated and evidence-based therapy approaches	Didactic content; assigned and selected readings; class discussion; Assignments #1, #2

Note that various Core Competencies are demonstrated across a variety of courses in the CFT program. The following are integrated into this course and demonstrated through your preparation and participation in class, as well as in your graded assignments (numbers in parentheses refer to course requirements and evaluation items listed below).

AAMFT Competency	Competency	Demonstration of Knowledge
CONCEPTUAL – TO UNDERSTAND, PROFESSIONAL KNOWLEDGE BASE....		
2.1.7	Understand the concepts of reliability and validity, their relationship to assessment instruments, and how they influence therapeutic decision-making.	Participation in class discussions; graded assignment #1
3.1.1	Know which models, modalities, and/or techniques are most effective for presenting problems.	Participation in class discussions; graded assignment #2
6.1.1	Know the extant MFT literature, research, and evidence-based practice.	Participation in class discussions; graded assignments #1, #2, #3
6.1.2	Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services.	Participation in class discussions; graded assignments #1, #2, #3
6.1.3	Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.	Participation in class discussions; graded assignments #1, #3
PERCEPTUAL – TO PERCEIVE, ABILITY TO MAKE PERTINENT AND RELEVANT OBSERVATIONS...		
6.2.1	Recognize opportunities for therapists and clients to participate in clinical research.	Participation in class discussions; graded assignments #1, #2, #3
EXECUTIVE – TO DO, SKILL DEVELOPMENT...		
6.3.1	Read current MFT and other professional literature.	Participation in class discussions; graded assignments #1, #2, #3
6.3.3	Critique professional research and assess the quality of research studies and program evaluation literature.	Participation in class discussions; graded assignments #1, #2, #3
EVALUATIVE – TO EVALUATE, CONSIDER APPLICATION...		
2.4.3	Evaluate the accuracy and cultural relevance of behavioural health and relational diagnosis.	Participation in class discussions; graded assignments #2, #3
6.4.1	Evaluate knowledge of current clinical literature and its application.	Participation in class discussions; graded assignments #1, #2, #3

Recommended Text:

Publication Manual of the American Psychological Association (6th edition) (U of G library reference section) – or see online resources such as <http://www.lib.uoguelph.ca/get-assistance/writing/citations/apa-american-psychological-association-style> or <https://owl.english.purdue.edu/owl/resource/560/01/>

Organization

- All class participants and the instructor have a shared responsibility for collaboratively creating a professional and positive learning environment in which there is a respectful acceptance of conflicting perspectives, complex explanations and challenging ethical dilemmas.
- Differences in perspective and experiences can enrich learning for everyone and there is an expectation that all members of the class will **listen with respect and curiosity** to the ideas of others, as well as **presenting your own ideas** for discussion.
- Class preparation includes reading assigned articles and chapters prior to each class, and thinking about how the ideas presented might be applied to the design and implementation of research projects, the critical evaluation and application of published research, as well as the research-practitioner link.
- Classes will include didactic presentations, discussion of readings in small and large groups, and discussion with guest researcher-practitioners.
- **Readings** are available through courselink and the Library Course Reserve system. A reminder that you may NOT use the CFT printer to print course readings. Printers are available at a cost at various on-campus locations.

Course requirements and evaluation include the following:

Weekly Class Readings and Preparation – This course is designed to facilitate your reading of current research related to CFT practice as well as readings associated with your unique and particular interests at this stage in your professional development. As such you are expected to read a minimum of two (2) readings per week – in most cases, one of these is an assigned reading and the second will be selected by you to fit your interests. You are expected to read BOTH of these readings thoroughly and critically (more than once and using guidelines for critical perspectives contained in Appendix A). You should attend class prepared to discuss your reflections and ideas related to BOTH readings in large and small discussion groups.

Assignment #1 (See Assignment Description) – Module Assignment on Evidence-based Practice and Practice-based Evidence. This assignment allows you to work at your own pace, to start early in the semester, and to revise and resubmit modules based on instructor feedback if you wish. Modules must be submitted to dropbox on courselink FRAN*6180 site in chronological order, with some exceptions (see description). **This assignment is worth 60% of your total course grade for FRAN*6180. First submission of Parts One and Two, as well as links to three papers being reviewed no later than midnight November 3rd. Revise and resubmit at any time before final deadline. All submissions (including revised submissions) must be made no later than midnight December 6th.**

Assignment #2 (See Assignment Description) – Blog written for lay audience for website/newspaper/waiting room audience – can be related to Assignment #1 review or can review another body of research re: evidence-based practice (see assignment description). **This assignment is worth 20% of your total course grade for FRAN*6180. Final date to submit this assignment is midnight December 3rd.**

Assignment #3 (See Assignment Description) – Class presentations/preparation – based on additional weekly readings (Weeks 4-10 inclusive), submit three (3) 1 page single-spaced reflective memos on your experience of sharing an unassigned reading with others in two or three different classes or of a class discussion with guest speaker (one only). See Assignment 3 description. **Submit first of three submissions no later than midnight October 27th and final submission no later than midnight December 3rd.**

Extensions for the final submission of written work will be given for medical or compassionate reasons. **Class members are expected to inform the instructor immediately and in writing should an extension be required.** Use courselink dropbox for submitting assignments and keep a copy of each assignment submitted. Assignments submitted after the due date or previously agreed-upon extension will be assigned a late penalty of 2% per day, this includes due dates for first submissions.

Instructor feedback - the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day (November 6th for 2015). Assignment #3 requires that at least one reflective memo is submitted by October 17th in order for this timeline to be met. If you wish to receive more feedback prior to the 40th day, note that all assignments may be submitted earlier than the final submission date.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Graduate Calendar:

https://www.uoguelph.ca/registrar/calendars/graduate/2015-2016/genreg/sec_d0e2386.shtml

Course and Instructor Evaluation

You are invited to talk to the instructor, outside of class time, if you have suggestions for changes at any point during the course. At the halfway point in the semester, we will review the course to date. You will have an opportunity for formal evaluation of the course and instructor at the end of the course.

Absences/Class Attendance

This course depends heavily on collaborative and active engagement of class members in learning activities. In the unlikely event that you are unable to attend class, or know in advance that you will be late, please contact the instructor by e-mail (lashbour@uoguelph.ca) or phonemail (ext. 54237) ***prior to class***. If you must leave class early, you are expected to advise the instructor in advance.

Electronic recording of classes is expressly forbidden without prior consent of the instructor [or, where appropriate, student or guest presenter] and notice to all class participants. Material recorded with permission is restricted to use for this course and may not be reproduced or transmitted to others without further written consent.

Accessibility: The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

Course Schedule and Required Readings
(Subject to revision)

IMPORTANT NOTICE: IN EACH OF WEEKS 4-11, YOU WILL ALSO SELECT ANOTHER READING TO PREPARE FOR CLASS – THIS WILL BE OF YOUR OWN CHOOSING FROM CURRENT CFT RESEARCH PAPERS IN PEER REVIEWED ACADEMIC JOURNALS OR FROM THE LIST CONTAINED IN APPENDIX B. WHEN A GUEST SPEAKER ATTENDS, HE/SHE MAY MAKE SUGGESTIONS FOR THESE STUDENT-SELECTED READINGS AND A LIST OF THESE WILL BE PROVIDED TO YOU AT LEAST ONE WEEK IN ADVANCE WHERE POSSIBLE.

- Week 1 September 15 Introduction to Couple and Family Therapy Research**
- Week 2 September 22 Introduction to Couple and Family Therapy Research [cont]**
 Sexton, T. , & Datchi, C. (2014). The development and evolution of family therapy research: Its impact on practice, current status and future directions. *Family Process, 53*, 415-433. doi: 10.1111/famp.12084
 Imber-Black, E. (2014). Eschewing certainties: The creation of family therapists in the 21st century. *Family Process, 53*, 371-379. doi: 10.1111/famp.12091
- Week 3 September 29 Evidence-based practice / Practice-based evidence**
 Stratton, P., Silver, E., Nascimento, N., McDonnell, L., Powell, G., & Nowotny, E. (2015) Couple and family therapy outcome research in the previous decade: What does the evidence tell us? *Contemporary Family Therapy, 37*, 1-12. doi: 10.1007/s10591-014-9314-6
 Chenail, R., St. George, S., Wulff, D., Duffy, M., Wilson Scott, K., & K. Tomm. (2012). Clients' Relational Conceptions of Conjoint Couple and Family Therapy Quality: A grounded formal theory. *Journal of Marital and Family Therapy, 38*, 241-264. doi: 10.1111/j.1752-0606.2011.00246.x
- Week 4 October 6 Research Review/ Integrating Research with Practice**
1:15 Guest Researcher: Ruthie Neustifter
 Beach, S., & Whisman, M. (2012). Affective Disorders. *Journal of Marital and Family Therapy, 38*, 201-219. doi: 10.1111/j.1752-0606.2011.00243.x
 + STUDENT SELECTED READING (select a research paper, not a review)
- Fall Study Break Day Tuesday October 13 (class moved to Thursday December 3)**
- Week 5 October 20 Using Research to Inform Practice and Programs**
1:15 Guest Researcher: John Beaton (student mental health project)
 Tilsen, J., & McNamee, S. (2015). Feedback informed treatment: Evidence-based practice meets social construction. *Family Process, 54*, 124-137. doi: 10.1111/famp.12111
 + STUDENT SELECTED READING
- Week 6 October 27 Knowledge Mobilization**
1:00 Guest KM coordinator: Caroline Duvieusart-Déry
 Stith, S.M., Lechtenberg, M., & Cafferky, B. (2013). Implications of partner abuse state of knowledge findings for prevention, treatment, and policy. *Partner Abuse, 4*, 241-254. doi: 10.1891/1946-6560.4.2.241
 + STUDENT SELECTED READING

- Week 7** **November 3** **Child and Adolescent Presenting Concerns**
1:00 pm Guest Researcher – Andrea Breen
 Carr, A. (2014). The evidence base for family therapy and systemic interventions for child-focused problems. *Journal of Family Therapy, 36*, 107-157. doi: 10.1111/1467-6427.12032
 + STUDENT SELECTED READING
 Andrea Breen's suggested paper Breen, A. V. & McLean, K. C. (in press). The intersection of personal and master narratives: Is redemption for everyone? In B. Schiff, S. Patron, & E. McKim (Eds.), *Life and Narrative*. Oxford University Press. [see CONTENT tab on courselink]
- Week 8** **November 10** **Couple Therapy**
 Lebow, J., Chambers, A., Christensen, A., & Johnson, S. (2012). Research on the Treatment of Couple Distress. *Journal of Marital and Family Therapy, 38*, 145-168. doi: 10.1111/j.1752-0606.2011.00249.x
 + STUDENT SELECTED READING
- Week 9** **November 17** **Addictions and Substance-Use Problems**
 O'Farrell, T., & Clements, K. (2012). Review of Outcome Research on Marital and Family Therapy in Treatment for Alcoholism. *Journal of Marital and Family Therapy, 38*, 122-144. doi: 10.1111/j.1752-0606.2011.00242.x
 + STUDENT SELECTED READING
- Week 10** **November 24** **Health Research**
12:00 pm Guest Researcher – Jess Haines
 Shields, C., Finley, M., Chawla, N., & Meadors, P. (2012). Couple and Family Interventions in Health Problems. *Journal of Marital and Family Therapy, 38*, 265-280. doi: 10.1111/j.1752-0606.2011.00269.x
 + STUDENT SELECTED READING
 Jess Haines' suggested paper <http://archpedi.jamanetwork.com/article.aspx?articleid=1735654>
- Week 11/12** **December 1** **Legal, Ethical, and Contextual Issues related to Research**
 Strong, T., & Busch, R. (2013). DSM-5 and Evidence-Based Family Therapy? *Australia and New Zealand Journal of Family Therapy, 34*, 90-103. doi: 10.1002/anzf.1009
 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*, 47-57. doi: 10.1111/j.1752-0606.2003.tb00382.x
 AAMFT Code of Ethics Standard V: Research and Publication
- Last Class** **December 3** **What did we learn? Wrap Up**
 Complete Self-Assessed Learning (see Courselink Content tab) prior to class and **bring to class**.

APPENDIX A**Questions Informed by a Postmodern Critical Perspective to Ask and Consider in Relation to Course Readings**

How would you identify the theoretical and methodological positions that are taken by these authors?

- What assumptions, values and biases (stated and unstated) might be associated with these positions, with respect to:
 - Research?
 - CFT practice?
- What are the implications of taking these positions in terms of:
 - what constitutes 'data', and what is seen/unseen?
 - what constitutes 'findings', and where and how these can be applied?

How are clients or people seeking family therapy services and their concerns or problems constructed within the approaches to research advocated by these authors?

To what degree and in what ways are aspects of social location (such as race, gender, sexual orientation, culture, class, age, ability, etc.) taken into account, discounted, included, or marginalized within this approach?

What ethical questions could arise for researchers, participants and/or therapists within this particular approach?

How might you describe the complexities, inherent tensions, potential contradictions or complementary aspects of research within this approach and in application to CFT practice? Does this approach allow for or take into account such complexities?

Based on what you have read, how would you assess 'quality' of research within this approach? How are these criteria constructed, on what assumptions and values are they based, and to what degree do these take into account diversity and context of human experience?

How are issues of certainty/uncertainty, truth, and expertise considered within this particular approach?

How are issues of power, either within the therapeutic setting or research context, or within the broader social context, taken into account? Are these issues addressed explicitly? What could you say about unstated or implied assumptions about power or authority?

How does your own life experience and social location influence what you attend to in this reading? What might others who have different experiences, locations, or identities hear/see that you don't?

As a clinician, how might findings emerging from studies conducted within this approach contribute to your work?

As a person experiencing some aspect of the focus of a research study conducted within this approach, how might findings contribute to your life?

APPENDIX B

Suggestions for Alternative Readings (feel free to locate readings yourself as well – research reports, research reviews, or discussions of research methodology in peer reviewed journals from past five years[†] are acceptable)

DSM-5:

Denton, W. H., & Bell, C. (2013). DSM-5 and the Family Therapist: First-order change in a new millennium. *Australian and New Zealand Journal of Family Therapy, 34*, 147–155.

Lebow, J. (2013). Editorial: DSM-V and Family Therapy. *Family Process, 52*, 155–160.

Evidence-based Practice / Common Factors:

Sexton, T., Gordon, K.C., Gurman, A., Lebow, J., Holtzworth-Munroe, A., & Johnson, S. (2011). Guidelines for Classifying Evidence-Based Treatments in Couple and Family Therapy. *Family Process, 50*, 377–392.

Pilling, S. (2009). Developing Evidence-Based Guidance – Implications for systemic interventions. *Journal of Family Therapy, 31*, 194-205.

Beutler, L.E. (2009). Making Science Matter in Clinical Practice: Redefining psychotherapy. *Clinical Psychology: Science and Practice, 16*, 301-317.

Laska, K.M., Gurman, A.S., & Wampold, B.E. (2014). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective. *Psychotherapy, 51*, 467-481.

Tasca, G.A. et al. (2015). What clinicians want: Findings from a psychotherapy practice research network survey. *Psychotherapy, 52*, 1-11.

Garland, A.F., Brookman-Frazee, Taylor, R.M., & Accurso, E.C. (2010). Methodological Challenges of Characterizing Usual Care Psychotherapeutic Practice. *Administration and Policy in Mental Health and Mental Health Services Research, 37*, 208-220.

Assessment Tools:

Balderrama-Durbin, C., Snyder, D.K., & Balsis, S. (2015). Tailoring assessment of relationship distress using the Marital Satisfaction Inventory-Brief Form. *Couple & Family Psychology: Research and Practice, 4*, 127-135.

Oka, M., Sandberg, J.G., Bradford, A.B., & Brown, A. (2014). Insecure attachment behavior and partner violence: Incorporating couple perceptions of insecure attachment and relational aggression. *Journal of Marital & Family Therapy, 40*, 412-429.

Furukawa, T.A. (2010). Assessment of Mood: Guides for clinicians. *Journal of Psychosomatic Research, 68*, 581-589.

Systemic Approaches to Treating Family Violence:

Stith, S., McCollum, E., Amanor-Boadu, Y., & Smith, D. (2012). Systemic Perspectives on Intimate Partner Violence Treatment. *Journal of Marital and Family Therapy, 38*, 220-240.

Therapy Process :

Sutherland, O., & Strong, T. (2011). Therapeutic collaboration: A conversation analysis of constructionist therapy. *Journal of Family Therapy, 33*, 256-278.

[†] There are a few readings on this list that were published > 5 years ago. You can make an argument for selecting another reading that is older by providing a rationale to instructor one week in advance about the significance of the selected paper to development of ideas about research and practice, or research methodology in the field of CFT.

Friedlander, M.L., Escudero, V., Heatherington, L., & Diamond, G. (2011). Alliance in couple and family therapy. *Psychotherapy, 48*, 25-33.

Sundet, R. (2012). Therapist perspectives on the use of feedback on process and outcome: Patient-focused research in practice. *Canadian psychology / Psychologie canadienne, 53*, 122–130. doi: 10.1037/a0027776

Waters, Averill (2011). A Letter to Research. *Explorations: An E-Journal of Narrative Practice, 1*, 36-41.

Community Based:

Baumann, A., Rodriguez, M.D., & Parra-Cardona, J.R. (2011). Community-Based Applied Research with Latino Immigrant Families: Informing practice and research according to ethical and social justice principles. *Family Process, 50*, 132–148.

Cultural Questions:

Bender, D.S., et al. (2007). Ethnicity and Mental Health Treatment Utilization by Patients with Personality Disorders. *Journal of Consulting and Clinical Psychology, 75*, 992-999.

Valtonen, H.M., et al. (2009). How Suicidal Bipolar Patients are Depends on How Suicidal Ideation is Defined. *Journal of Affective Disorders, 118*, 48-54.

Nuevo, R., et al. (2009). Cross-Cultural Equivalence of the Beck Depression Inventory: A five-country analysis from the ODIN study. *Journal of Affective Disorders, 114*, 156-162.

Oulanova, O., & Moodley, R. (2010). Navigating two worlds: Experiences of counsellors who integrate Aboriginal traditional healing practices. *Canadian Journal of Counselling and Psychotherapy, 44*, 346-362.

Meta-analysis:

Baldwin, S., Christian, S., Berkeljon, A., Shadish, W., & Bean, R. (2012). The Effects of Family Therapies for Adolescent Delinquency and Substance Abuse: A meta-analysis. *Journal of Marital and Family Therapy, 38*, 281-304.

Qualitative Research:

Sheridan, M., Peterson, B.D., & Rosen, K. (2010). The Experiences of Parents of Adolescents in Family Therapy: A qualitative investigation. *Journal of Marital and Family Therapy, 36*, 144-157.

Tseliou, E. (online, August 5, 2013). A Critical Methodological Review of Discourse and Conversation Analysis Studies of Family Therapy. *Family Process (Early View)*.

Gorlich, A. (2015) Poetic inquiry: Understanding youth on the margins of education. *International Journal of Qualitative Studies in Education, Online 29 July 2015*, 1-16.

Mkandawire-Valhmu, L., & Stevens, P.E. (2010). The critical value of focus group discussions in research with women living with HIV in Malawi. *Qualitative Health Research, 20*, 684-696.

De Mol, J. & Buysse, A. (2008). The phenomenology of children's influence on parents. *Journal of Family Therapy, 30*, 163-193.

McDougall, S.D., & McGeorge, C.R. (2014). Utilizing women's feminist identities in family therapy: A phenomenological exploration of the meaning women assign to their feminist identities. *Journal of Feminist Family Therapy, 26*, 73-98.

Jager, K. B., Bak, J., Barber, A., Bozek, K., Bocknek, E.L., & Weir, G. (2009). Qualitative Inquiry and Family Therapist Identity Construction through Community-Based Child Welfare Practice. *Journal of Feminist Family Therapy, 21*, 39-57.

Ashbourne, L.M., & Baobaid, M. (2014). Parent-adolescent storytelling in Canadian-Arabic immigrant families (Part 1): A grounded theory. *The Qualitative Report, 19(30)*, 1-21.

Ashbourne, L.M., & Baobaid, M. (2014) Parent-adolescent storytelling in Canadian-Arabic immigrant families (Part 2): A narrative analysis of adolescents' stories told to parents. *The Qualitative Report, 19(30)*, 1-18.

Rober, P., Van Eesbeek, D., & Elliott, R. (2006). Talking about Violence: A microanalysis of narrative processes in a family therapy session. *Journal of Marital and Family Therapy, 32*, 313-328.

Participatory Action Research:

Smith, L., Rosenzweig, L., & Schmidt, M. (2010). Best practices in the reporting of participatory action research: Embracing both the forest and the trees. *The Counseling Psychologist, 38*, 1115-1138.

Esmiol, E.E., Knudson-Martin, C., & Delgado, S. (2012). Developing a contextual consciousness: Learning to address gender, societal power, and culture in clinical practice. *Journal of Marital & Family Therapy, 38*, 573-588.

Koerner, K., & Castonguay, L.G. (2015). Practice-oriented research: what it takes to do collaborative research in private practice. *Psychotherapy Research, 25*, 67-83.

Where to find readings related to:

Evidence Based Practice – See these journals : JMFT; ANZJFT; Family Process; Journal of Family Therapy; Journal of Systemic Therapies; Contemporary Family Therapy; Journal of Feminist Family Therapy; The American Journal of Family Therapy; Journal of Sex and Marital Therapy; Contemporary Family Therapy; Journal of Couple and Relationship Therapy; Sexual and Relationship Therapy; Families, Systems, & Health; Partner Abuse; Psychotherapy. Ensure that focus of research is on therapy interventions.

Research Methods

Description and examples from FT - Sprenkle, D.H., & Piercy, F.P. (Eds.) (2005). Research Methods in Family Therapy (2nd edition). New York: Guilford Press, is available at the McLaughlin Library Reserve Desk for 2 hour loans (see selected readings list Appendix B)

Descriptions and debates about research methodology - See also: Narrative Inquiry; The Qualitative Report; International Journal of Qualitative Methods; Qualitative Health Research; Qualitative Inquiry; Qualitative Research; Qualitative Research in Psychology; Qualitative Social Work; International Journal of Social Research Methodology; Journal of Mixed Methods Research.

DSM-5: Any papers not already assigned from ANZJFT, summer 2013 (ed. Strong & Busch).

Additional suggestions for readings may be placed on the CONTENT tab of courselink site over the course of the semester. You are also invited to share your “finds” with regard to stimulating, frustrating, exemplary, and thought-provoking research papers that your peers may wish to also read. These can be posted on courselink as well.