

Department of Family Relations & Applied Nutrition
University of Guelph
**FRAN 6180 – Research Issues in Couple and
Family Therapy**
Fall 2017
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: Mondays, 2:30-5:20, CFTC Rm. 245

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 CFT Student Handbook.

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	Linked CRPO PC [†]	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.	1.2 1.3	Participation in class discussions; graded assignment #2
6.1.1	Know the extant MFT literature, research, and evidence-based practice.	5.1 5.2	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.	5.1 5.2	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.	5.2	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.	5.2	Participation in class discussions; graded assignments #1, #2, #3
EXECUTIVE – TO DO, SKILL DEVELOPMENT...			
6.3.1	Read current MFT and other professional literature.	5.1	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.	5.1	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.	4.5	Participation in class discussions; graded assignments #2, #3
6.4.1	Evaluate knowledge of current clinical literature and its application.	5.1 5.2	Participation in class discussions; graded assignments #1, #2, #3

[†] See CRPO entry-to-Practice Competencies (PC) Table in Appendix C

Recommended Text:

Publication Manual of the American Psychological Association (6th edition) (U of G library reference section) – or see online resources such as <http://guides.lib.uoguelph.ca/APA> <http://www.apastyle.org/manual/index.aspx> 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 Reviewing Evidence-based Practice and Practice-based Evidence 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 can be made beginning October 2nd and no later than midnight October 23rd.**
- **Revise and resubmit at any time before final deadline.**
- **FINAL DEADLINE for all submissions (including revised submissions) is no later than midnight November 21st.**

Assignment #2 (See Assignment Description) – Knowledge Translation 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 DEADLINE 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. **This assignment is worth 20% of your total course grade for FRAN*6180.**

- **Submit first of three submissions no later than midnight **October 23rd****
- **FINAL DEADLINE to submit all three is midnight **December 1st**.**

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 3rd for 2017). Assignment #3 requires that at least one reflective memo is submitted by October 23rd 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/current/genreg/sec_d0e2705.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 WEEKS 4, 5, 6, 7, 8, and 10, 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 ON ARES/COURSELINK. 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 11** **Introduction to Couple and Family Therapy Research**
- Week 2** **September 18** **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 25** **CFT Research Methods – Process/Outcome, Qualitative/Quantitative**
Guest Researcher: Dr. Ruthie Neustifter, CFT
 Montuori, A. (2005). Literature review as creative inquiry: Reframing scholarship as a creative process. *Journal of Transformative Education, 3*, 374-393. doi: 10.1177/1541344605279381
- Week 4** **October 2** **Research Informed Practice**
Guest Researcher: Dr. Andrea Breen, FRHD
 Carr, A. (2016). Family therapy for adolescents: a research-informed perspective. *Australian & New Zealand Journal of Family Therapy, 37*, 467-479. doi; 10.1002/anzf.1184
 + STUDENT SELECTED READING (select a research paper, not a review)
- Fall Study Break October 9 (class combined with Week 11 Class on November 27)**
- Week 5** **October 16** **Knowledge Transfer: Clear Language & KT Tools**
Guest: Melissa MacKay, Community Engaged Scholarship Institute (CESI)
 Tilsen, J., & McNamee, S. (2017). 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 23** **Legal, Ethical, and Contextual Issues related to Research**
Guest Researcher: Dr. Kim Anderson, FRHD
 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 (2017) Standard V: Research and Publication
 CRPO Code of Ethics
 + STUDENT SELECTED READING
- Week 7** **October 30** **Evidence-based Practice**
Guest Researcher : Dr. Jess Haines, AHN
 McCrady, B., Wilson, A., Muñoz, Fink, B., Fokas, K., & Borders, A. (2016). Alcohol-focused behavioral couple therapy. *Family Process, 55*, 443-459. doi: 10.1111/famp.12231
 + STUDENT SELECTED READING

- Week 8** **November 6** **Reviewing Research**
Guest Researcher: Dr. John Beaton, CFT
Franklin, C., Zhang, A., Froerer, A., & Johnson, S. (2016). Solution focused brief therapy: A systematic review and meta-summary of process research. *Journal of Marital and Family Therapy, 43*, 16-30. doi: 10.1111/jmft.12193
+ STUDENT SELECTED READING
- Week 9** **November 13** **No class (instructor away)**
ONLINE ACTIVITIES REQUIRED – see CourseLink
- Week 10** **November 20** **Practice-informed Research**
Guest Researchers: Dr. Mohammed Baobaid & Abir Al Jamal, Muslim Resource Centre for Social Support and Integration, London, ON
Baobaid, M., & Ashbourne, L.M. (2016). *Enhancing Culturally Integrative Family Safety Response in Muslim Communities* (Chapter 2). New York: Routledge.
+ STUDENT SELECTED READING
- Week 11/12**
Final Class **November 27** **What did we learn? Wrap Up**
Complete Self-Assessed Learning (see CourseLink Content tab) prior to class and **bring to class**.