

Course number, Course CRN, COURSE TITLE
MFT 5350-110, 80296, Research Methods
Fall 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Course Dates: August 28, 2023 – December 15, 2023

Course Modality:

This is a web enhanced course which meets in-person nine times, meets one time online synchronous via TEAMS and the rest of the time will be spent doing online asynchronous learning activities. Be sure to note the in-person and online synchronous class dates listed in the Course Calendar. The online asynchronous interactions for the course will rely on TAMUCT's learning management system (Canvas). See the Technology Requirements section of the syllabus for more information on accessing and using Canvas. See the Course Calendar for dates and times of class meetings and assignment due dates.

Class Day: Mondays

Class Time: 11am – 1:45pm

Location: Warrior Hall 313

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Felicia J. Holloway, PhD, LPC-S, LMFT-S, AAMFT Approved Supervisor

Office: WH 318-K

Email: fholloway@tamuct.edu

Office Hours

An appointment time during any of my office hours may be made via Bookings.

My office hours will be on Tuesdays 11:30 AM – 4:30 PM and Wednesday 1-4pm (Virtual only). An appt via Bookings is required for office hours.

Use the link below to make an appt via Bookings:

<https://outlook.office365.com/owa/calendar/DrHollowaysAdvisingCalendar@tamuct.onmicrosoft.com/bookings/>

I can accommodate meeting, virtually, at other times as well by emailing a request to me that list 2-3 alternative meeting dates and times. I will respond to your request and confirm my availability.

Student-Instructor Interaction

My goal is to ensure there are open lines of communication between you and I that are easily accessible and effective. Taking time during our class period to ask questions is an expedited way to gather needed information, so I highly encourage you to do so. Please keep in mind that our learning environment is collaborative and should allow all students to contribute to the learning process. With that in mind, please be self-aware about thoughtfully contributing to class as well as intentionally making space for others' contributions. If a question occurs outside

of our class meetings, an Email is the most effective way to reach me. Monday-Friday I check emails daily and respond within two business days. **If you email me on the weekend or a holiday, I will make every effort to reply to your email by the following business day.**

If you would like a meeting outside of class, I am available during my office hours. To confirm time is set aside for your academic needs, please use the link below to make an appointment via Bookings:

<https://outlook.office365.com/owa/calendar/DrHollowaysAdvisingCalendar@tamuct.onmicrosoft.com/bookings/>

You may also email me directly for other available times for appointments.

Respect for Diversity:

I desire that all student diversity in experience and perspective be valued in and out of class. My intent is that students' diverse learning needs are addressed and that materials and activities respect and honor diversity. Student suggestions and ideas are encouraged and welcomed. Students can feel free to contact me to discuss how to support the effectiveness of the course for themselves or other groups of students. In addition, during the first day of class we will collectively create a community agreement that will serve as a collaborative effort to set a framework for a respectful and inclusive learning environment for all students.

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

PROGRAM INFORMATION

Mission

The mission of the Marriage and Family Therapy program is to train couple and family therapists to demonstrate clinical excellence through the mastery of the MFT core competencies, the practice of personal knowledge and professional integrity, and compassionate and collaborative service to distressed and/or underserved individuals, couples, and families in the broader Central Texas area.

To view the program's Vision, Goals and Student Learning Outcomes in their entirety, please visit Marriage & Family Therapy web page [<https://www.tamuct.edu/degrees/graduate/marriage-family-therapy.html>].

COURSE INFORMATION

Course Overview and Description

Learn research methodology, data analysis and the evaluation of research in couple and family therapy. Study how research informs, Marriage and Family Therapy (MFT) common factors, and evidence-based practice.

Course Objective or Goal

Student Learning Outcomes

This course targets the following MFT program Student Learning Outcomes:

1. Demonstrate knowledge of current trends and research methods in the field of marriage and family therapy. (SLO-2)
2. Demonstrate knowledge and appropriate application of classical and postmodern MFT theories. (SLO-5)

COAMFTE Developmental Competency Components

This course will address the following components to help ensure students obtain the knowledge and skill to become effective and ethical marriage and family therapists:

- 1) Knowledge of the profession;
- 2) Practice of therapy;
- 3) Professional identity, ethics, and law; and
- 4) Research and evidence-based practice.

Required Reading and Textbook(s)

Readings and multimedia materials in this course will reflect diversity of perspectives and identifies including those of marginalized groups in an effort to provide a full spectrum of understanding of Marriage and Family Therapy research.

American Psychological Association (2020) *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
Sprenkle, D. H. & Piercy, F. P. (Ed.). (2005). *Research methods in family therapy* (2nd ed.). The Guilford Press.

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

COURSE REQUIREMENTS

All assignments must be the students own work (see the academic integrity section). Do not copy directly from the text or research articles when completing assignments. Written work must follow the American Psychological Association (APA), 7th ed. publication guidelines. All assignments except the Research Proposal Draft and Paper should use the student APA format. The Research Proposal Draft/Paper Assignments should be in APA professional format. Assignment due dates are indicated on the Course Calendar.

Assignments:

1. **Research Topic: (2pts)** Students will choose a research topic in the field of marriage and family therapy that will be the focus of their research paper. This topic will be submitted on Canvas for approval. Approval of the topic is required before students can begin their research proposal related assignments. This assignment must be submitted even if no points can be earned for late submission. (SLO - 2 & 5)
2. **Discussion Boards: (3x3pts=9pts)** Discussion Boards help to generate cooperative exploration of the course content in hopes of enhancing the learning experience with a deeper synthesis of knowledge. Students will complete Discussion Boards in the weeks indicated on the Course Calendar. The **initial post should be between 225 and 250 words** and will be worth 2pt. Students **may not exceed 250 words. It is vitally important to be clear and concise.** Referencing and citing research articles or the textbooks from the course is required in this post. References and citations do not count in the word count parameters. Students must refrain from quoting materials. Students should always use their own words.

Students are also required to respond to at least two other initial posts and each response is worth .5 point. The responses must be between 75 and 100 words each and should expand the conversation. **Students must not exceed 100 words.**

If a student only states that they agree or disagree, they will not earn full credit. Students should be curious and may generate new questions or considerations in their responses as well as include a synthesis of other scholarly or personal information that informs the discussion. Replies to posts **may not quote the initial post nor include quotes from other resources** but should reference and cite articles or textbooks from the course, when applicable.

Discussion Board Etiquette

- Students are expected to be courteous and respectful with their language and tone
 - Curiosity about varying perspectives is encouraged. Avoid “why” questions.
 - Broad generalizations about groups of individuals should be avoided.
 - Be open to new ideas and alternative perspectives.
 - Quotations of the initial post, from textbooks or research articles may not be used in posts. (SLO - 2)
3. **Article Review: (4pts)** Students will choose a peer reviewed family therapy journal

article of a qualitative or quantitative research study. Students will read, summarize, and critique the research study using the article review guidelines below. The article chosen must have been published within the last 10 years. (SLO - 2)

Article review should be three - five pages long (not including title page and reference page) using APA student format. Students must include the first page of the article in their assignment submission. Students should briefly summarize the study then critically review each area of the study presented in the article. Students should use the questions below as a guide for their critical review of each area of the study. The questions provide insight into what should be expected in a research study article. Student must **not** list the questions below then answer them, but summarize how effectively the article addresses the questions. Please note all questions may not apply depending on the type of research study chosen. For example, a qualitative phenomenological study will not have a hypothesis but will have research questions.

Article Review Guidance

Introduction

1. Problem

Does the author make a clear relevant problem statement?

Does the problem statement correspond with the focus of the study?

Is the problem stated researchable?

Does the author provide background information regarding the problem?

Does the author discuss the significance of the problem?

Does the author mention variables and their correlations?

2. Review of the Relevant Literature

Is the review of literature comprehensive?

Are all references cited properly?

Are most of the sources used by the author primary sources?

Did the author analyze, critique, compare, and contrast the references and findings contained in them?

Does the author explain the relevancy of his or her references?

Is the literature review well organized?

Does the review competently inform the readers about the topic and problem?

3. Hypothesis/Research Questions

Does the author specify key research questions and hypotheses?

Is every hypothesis testable?

Are all hypotheses and research questions clear, logical, and accurate?

Method

1. Participants

Does the author describe the size and main characteristics of participant groups?

Does the author specify the sample size and characteristics?

Is there enough information on the method of selecting a sample used by the author?

Are there any limitations or biases in the manner the author selected participants?

2. Instruments

Does the author specify the instruments used?

Are the chosen instruments appropriate?

Do the instruments meet general guidelines for protecting participants of the experiment?

Does the author describe each instrument in terms of reliability, purpose, validity, and content?

If any instruments were developed specifically for this study, does the author describe the procedures involved in their development and validation?

3. Design and Procedures

Is there any information given in terms of the research design used?

Does the author describe all of their procedures?

Are the specified design and procedures appropriate to investigate the stated problem or question?

Do procedures logically relate to each other?

Are the instruments and procedures applied correctly?

Is the context of the research described in detail?

Results

Did the author present appropriate descriptive statistics, if applicable?

Did the author test all of his or her hypotheses?

Did the author make the inductive logic used to produce results in their qualitative study explicit?

Are the results clear and logical?

Did the author provide additional tables and figures? Are those easy to understand, relevant, and well organized?

Is the information from the presented tables and figures provided in the text as well?

Discussion, Conclusion, or Suggestions

Does the author discuss every finding with regards to the original subject or hypothesis to which it relates?

Does the author discuss every finding with regards to its agreement or disagreement with previous findings obtained by other specialists?

Are generalizations consistent with the results?

Does the author discuss the possible effects of uncontrolled variables in the findings?

Does the author discuss the theoretical and practical implications of their findings?

Does the author make any suggestions regarding future research?

Does the author shape his or her suggestions based on the practical significance of the study?

Abstract or Summary

Did the author restate the problem?

Is the design used in the research identified?

Did the author describe the type and number of instruments, and subjects?

Are all performed procedures specified?

Did the author restate all of their key conclusions and findings?

Overall Impression

The structure of the article – Is the work organized properly? Are all titles, sections, subsections, and paragraphs organized logically?

The author's style and thinking – Is the author's style and thinking easy to understand, clear, and logical?

4. **Ethical Research Training: (5pts)** Students should follow the link below to complete CITI training regarding the protection of human research participants. After completing the CITI training, students must save and submit a copy of their training completion certificates to this assignment link.

This assignment is required. Students must complete this assignment regardless if credit is not earned due to late submission.

To complete [CITI Training for Human Subjects Research \(Links to an external site.\)](#)[Links to an external site](#), follow these steps after navigating to the website:

1. Click the "Register" button.
 2. On the Registration page, in the "Select Your Organization Affiliation" type in Texas A&M University-Central Texas.
 3. Follow the remaining steps to register. When you begin your search for course the site will ask you questions. Question 1 under Human Subject Research should be answered by clicking on the box that says:
Social & Behavioral Research Investigators: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social and Behavioral research with human subjects.
 4. The remainder of the questions can go unanswered. The required training is called "**Social & Behavioral Research - Basic/Refresher**".
 5. Once you complete all the modules for that course (which could take approximately 3-5 hours), you will receive a certificate. Submit the certificate to the assignment link on Canvas. (SLO - 2)
5. **Research Proposal Paper Outline: (5pts)** Students will complete an outline of their research paper in a brief bullet point format. This outline should follow the template below and provide the student and professor with a map of their research proposal paper plan. Students will be graded on completion of each section, clarity and thoroughness of design. This assignment should consist of an APA cover page, the outline and reference page. Be sure to follow APA style writing for citations, etc. (SLO - 2).

Outline Guide

- *Introduction – Introduce topic and significance (why are your questions important) – Statement of purpose, research questions/objectives, hypothesis, etc.*
- *Review of Literature – briefly summarize key points of related empirical research literature and theoretical traditions*
- *Methods – Overall design approach and rationale – Sampling, data gathering methods, data analysis – Trustworthiness (Soundness of the research) – Ethical considerations*

- *Conclusion – expected patterns or research outcomes, limitations and future implications*
 - *References – Identify references gathered so far in APA format*
6. **Research Proposal Paper Draft: (10pts)** Students will complete and post a draft of their research proposal paper in the designated discussion board in Canvas. This does not need to be the complete paper but 50% or more of the paper should be complete for this assignment. (SLO - 2 & 5)
 7. **Peer reviews: (2x2pts = 4pts)** Each student will read two of their peers' research paper rough drafts and provide thoughtful feedback in a discussion board. Each post should be 250-275 words in length. Peer reviewers' feedback should be specific and reference sections and page numbers of the students' drafts being reviewed. The research proposal paper rubric and article review guidance should be use as resources to help generate helpful feedback. Students are expected to provide feedback that addresses strengths as well as areas of improvement concerning the research methodology, topic relevance to the field, APA formatting, etc. All feedback should be strength based as well as objective and respectful in content and tone. (SLO - 2 & 5)
 8. **Research Proposal Paper: (20pts)** Each student will complete a research proposal paper based on a topic related to current trends in marriage and family therapy (MFT) research. The topic must be approved by the professor. The paper must demonstrate students understanding of current research as well as detail current trends in marriage and family therapy research methodologies. Students must ensure their proposal topic is explored using MFT research methodology that is currently relevant to the field. No data will be collected or analyzed so there will not be a results or discussion section. Students will be given resources to format their paper in Canvas as well as throughout the course. The paper should be 20-25 pages long and include 12-15 scholarly references that have been published in the last 10 years. These scholarly references must include current MFT research that inform the family therapy topic and provide insight on present day trends in MFT methodologies. Most references should be primary sources and research study articles from peer reviewed marriage and family therapy academic journals. The professor may approve exceptions to the rule regarding references being published in the last 10 years for seminal family therapy scholarly sources. (SLO - 2 & 5)
 9. **Research Proposal Presentation: (10pts)** Students will each present their research proposal to the class on their assigned day. This assignment is to be a professional presentation with an intended audience of fellow clinicians and researchers. The presentation should include a PowerPoint or Google Slide show. The presentation materials should include key points from each section of their research proposal paper. Students will be graded on the quality of their presentation including communication of their research plan, ability to thoroughly answer questions regarding their proposal and their proposal's relevance to field of MFT. In addition, students will be evaluated on the effectiveness and professionalism of the visual presentation materials. Students are expected to be dressed in business casual apparel for their presentations. The presentation should be uploaded to the presentation discussion board **before** the class

meeting in which the student is presenting. In addition, the final presentation must be saved as a PDF and submitted in the assignment link on Canvas the day of the student's presentation by 11:59pm. The length of the presentation should be about 20 minutes long. (SLO - 2 & 5)

10. **Course Content Quizzes: (8x2pts =16pts)** In effort to ensure each student has read/viewed and comprehended the materials within the course, 9 timed open book/notes quizzes over course content will be given throughout the semester. Each quiz will have true false and/or multiple-choice questions related to the course content for the weeks indicated in the course calendar. Quiz dates are indicated in the course calendar as well. (SLO - 2)
11. **Final Exam: (15pts)** A multiple choice and true false question cumulative final exam will be given at the end of the semester. This exam will be timed but use of both notes and books will be allowed. I strongly encourage students to thoroughly review materials and notes before taking the exam since it is timed. (SLO - 2)

Grading Criteria Rubric and Conversion

Assignment Points and Grade Conversion

| Assignment | Point Value |
|----------------------------------|-------------|
| Research Topic | 2 |
| Discussion Board (3x3pts) | 9 |
| Article Review | 4 |
| Ethical Research Training | 5 |
| Research Proposals Paper Outline | 5 |
| Research Proposal Draft | 10 |
| Peer Reviews (2x2pts) | 4 |
| Research Proposal Paper | 20 |
| Research Proposal Presentation | 10 |
| Course Content Quizzes (8x2pts) | 16 |
| Final Exam | 15 |
| Total Possible Points: | 100 |

Final course grades will be based on the point totals listed below.

Letter Grade = Points

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Rubrics

Discussion Board Rubric (3pts)

| | | |
|----------|----------------------------|----------------------------|
| Criteria | Non-Performance - Adequate | Proficient - Distinguished |
|----------|----------------------------|----------------------------|

| | Performance | Performance |
|--|-------------|-------------|
| <p><u>Initial Post</u> Post is well written, fully addresses and develops all aspects of the prompt. Post was factually correct, reflective and provided a substantive contribution. Post contributes to discussion with clear, concise comments. Cites scholarly resources such as textbooks or research articles. Advances discussion. Post was within the required word count range. Uses APA 7th edition format. (2pts)</p> | 0-1.25 | 1.5-2 |
| <p><u>Peer Response 1</u> Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format. (.5pt)</p> | 0-.25 | .5 |
| <p><u>Peer Response 2</u> Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format. (.5pt)</p> | 0-.25 | .5 |

Article Review Rubric (4pts)

| Criteria | Non-Performance – Adequate Performance | Proficient - Distinguished Performance |
|--|--|--|
| Student summarized the article clearly and thoroughly including an identification and overview of the hypothesis, problem, | 0-1 | 1.25-1.5 |

| | | |
|--|------|----------|
| literature review, independent and dependent variables, if applicable, results, methods and discussion. (1.5pts) | | |
| Student thoughtfully and thoroughly critiqued each area of the research article. Student's use of critique questions and understanding of scholarly critical review process is effectively demonstrated in their writing. (1.5pts) | 0-1 | 1.25-1.5 |
| Student met page requirement of assignment. Student's writing style was scholarly, clear, concise, and followed APA style, including line spacing, headings, etc. (1pt) | 0-.5 | .75-1 |

Research Proposal Paper Rubric (20pts)

| Criteria | Non-Performance – Adequate Performance | Proficient - Distinguished Performance |
|--|--|--|
| <i>Title Page/ Abstract</i> Author clearly identifies the marriage and family therapy research subject of their paper. The subject illustrates a current trend in marriage and family therapy research. In 250 words or less, present the key points made in each major section of the paper. (2pts) | 0-1.25 | 1.5-2 |
| <i>Introduction/Literature Review</i> Author clearly identifies the problem statement and how it corresponds to the focus of the study and discusses the problems significance. Research questions are informed by current MFT research and trends in MFT research methodologies. Research questions are clearly identified and logical. Review of literature is comprehensive and explores the current trends in MFT research in depth. Literature review is | 0-3 | 3.5-5 |

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| <p>relevant to the marriage and family therapy field of study; most resources are primary sources, and review informs the reader about the current MFT topic. Introduction/ review of literature contains appropriate number of scholarly sources that are no more than 10 years old and encompass current trends in family therapy research. If hypothesis aligns with current MFT research, is appropriate, and is stated clearly and logically. (5 pts)</p> | | |
| <p><i>Methodology Section</i> Type of research aligns with current trends in MFT research methodology. The MFT research methodology is clearly stated. Research methods steps are explicitly defined, including size and characteristics of sample, how sample is to be selected, limitations or biased in selection process. Author describes clearly and thoroughly current instruments relevant to the marriage and family therapy field to be used and their purpose, reliability and validity. Author clearly and thoroughly describes all procedures. The procedures are appropriate for the study and logical as well as incorporate current marriage and family therapy research and methodologies. Author cites current and appropriate marriage and family therapy scholarly resources. (5pts)</p> | <p>0-3</p> | <p>3.5–5</p> |
| <p><i>Conclusion and Reference Section</i></p> | <p>0-3</p> | <p>3.5–5</p> |

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|---|--|--|
| <p><i>/Appendices</i> Author clearly and concisely summarizes study, discusses potential logical implications effectively and possibilities for future family therapy research. Instruments are included in the appendix. Reference page is included, accurate and formatted in APA style. APA writing style is used throughout the paper. (5pts)</p> | | |
|---|--|--|

Research Proposal Presentation Rubric (10pts)

| Criteria | Non-Performance – Adequate Performance | Proficient - Distinguished Performance |
|--|--|--|
| Presents the key points made by each section of the research proposal. Clearly identifies the problem statement and how it corresponds to the focus of the study and discusses the problem’s significance. Research questions/hypothesis are identified and are clear and logical. Discusses how other researchers have explored the issue in past research clearly and concisely. Cites scholarly resources correctly and effectively. (3pts) | 0-2.25 | 2.5-3 |
| Articulates steps for the method of research including sample selection, instruments used, etc. in a clear and logical way. (3pts) | 0-2.25 | 2.5-3 |
| Discusses logical implications effectively and potential for future research. Answers the audience’s questions clearly and thoroughly. (2pts) | 0-1.5 | 1.75-2 |
| Visual Presentation is well thought out, well-constructed, presented logically and orderly, | 0-1.5 | 1.75-2 |

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| and helps shape the overall narrative of the presentation. APA format reference section lists all of the relevant scholarly resources utilized within the presentation. (2pts) | | |
|--|--|--|

Posting of Grades

Grades will be posted in Canvas approximately 2 weeks after the assignment due date or submission date, whichever is later. Grades will be posted on the Canvas grade book where students can monitor the status of their grade easily. Students' final grades are based on their total points earned. Students can calculate an estimate of their grades, at any time, by adding their total points earned and comparing it to the chart above. **There will be no negotiation of grades or course policies. Students should be diligent in working toward the grade they desire in this course.**

Grading Policies

Assignments are expected to be turned in on time. Students should make plans to ensure that all assignments and exams are submitted by the due dates and times. **Late work will only be accepted up to 48 hours after the due date. No late discussion boards, quizzes or exams will be accepted.** Each day the assignment is turned in late the earned grade will be reduced by 1pt for assignments worth 9 points or less and 2pts for assignments worth 10 points or more. For example, if a student turns in an assignment worth 5 points, 5 minutes after the due date and time and they earn 4 points for the assignment based on the quality of their work, their final grade will be 3 pts (4pts earned grade - 1pt penalty for being a day late = 3pts final grade). *No assignments will be accepted more than 48 hours after the due date. If an assignment is submitted more than 48 hours after the due date a "0" will be entered in the gradebook on Canvas and no feedback will be provided.* Work must only be submitted in Canvas. Any work submitted via email will not be graded.

In addition, the lowest grade earned on a Quiz or DB will be replaced by the highest grade on that assignment for every student, at the end of the semester. This means if a student misses quiz 2 and receives a "0", that grade will be replaced by the student's highest grade earned on their other quizzes for that semester.

Class Attendance

Students will be expected to be present for class. Class participation is vital to the learning experience. Because of the importance of class attendance, **students will lose 2 points off their final grade for every unexcused absence.** Exceptions to this deduction would be professor approved and documented excused absences such as illness, death in the immediate family, legal proceedings, for example. Per the University catalog, students may request make-up consideration for valid and verifiable reasons, such as illness, death in the immediate family, legal proceedings, or participation in university-sponsored activities. Students participating in university-sponsored activities are responsible for obtaining a written explanation for their

absence from the faculty/staff member responsible for the activity. In all cases, students are encouraged to notify the faculty member of the course in advance of any absence.

Students should be present, on-time, prepared, remain for the entire class period and be actively engaged in the class activities. Examples of engagement in class includes but is not limited to answering questions, provided thoughtful input based on the course content and one's own experience, respectfully inquiring about the material or a fellow student's perspective, etc. Students will be responsible for reading the assigned materials in the textbook and any other resources provided by the instructor in Canvas before each face-to-face class.

Cooperative group learning experiences will be promoted throughout the course. The goals will focus on shared decision-making, individual and group responsibilities, and effective written and or communication skills. Students are expected to be professional and respectful during their participation in the course.

COURSE OUTLINE AND CALENDAR

*Each week course content will be available in the module associated with that week on Canvas. Be sure to check Canvas weekly for online content to review as part of the course. Online content may include videos, articles, etc. in addition to the textbook assigned readings. Weekly reading assignments should be done before class meetings unless otherwise indicated.

| Class Date/Format | Topic | Assigned Readings/Viewings | Assignment Due |
|-----------------------------------|--|---|--|
| Week 1 – 8/28 In Person | Introduction to Course | Syllabus | |
| Week 2 – 9/4 In Person | Intro to MFT Research | W,P,&E Ch. 1 S&P Ch. 1 & 2 | Online Quiz 1: Due Monday, 9/4 by 11:59pm (over course content for week 2) |
| Week 3 – 9/11 | Using Human Subjects in Research & Ethics | Citi Training W,P,&E Ch. 8 | CITI/NIH Ethical Research Training Certificate: Due by Sunday, 9/17 by 11: 59pm. |
| Week 4 – 9/18 In Person | Evidence Based Practices & Evaluating MFT Research | APA Ch. 1 & 2 W,P,&E Ch. 12, 13 & 14 | Online Quiz 2: Due Monday, 9/18 by 11:59pm (over course content for week 4) Research Topic: Due Sunday, 9/24 by 11:59pm |
| Week 5– 9/25 | APA Format | APA Ch. 4-9 Videos on Canvas | Online Quiz 3: Due Monday, 9/25 by 11:59pm (over APA format) |
| Week 6 – 10/2 In Person | Validity & Survey Research | W,P,&E Ch. 3, 4, 5 S&P Ch. 12 | Online Quiz 4: Due Monday, 10/2 by 11:59pm (over course content for week 6) |
| Week 7 – 10/9 | Statistics | W,P,&E Ch. 2, 9, 10, & 11 APA Ch. 6 p. 181-188 | Discussion Board 1: Initial post due by Saturday, 10/14 at 11:59 pm & 2 |

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| | | | responses due Sunday,10/15 by 11:59pm |
| Week 8 – 10/16 In Person | Quantitative & Mixed Methods | S&P Ch. 13, 16 &17 | Online Quiz 5: Due Monday, 10/16 by 11:59pm (over course content for week 8) |
| Week 9 – 10/23 | Quantitative Methods & Misc. Research Design | S&P Ch. 19 APA Ch. 3 p.77-93 W,P,&E Ch. 7 | Discussion Board 2: Initial post due by Saturday, 10/28 at 11:59 pm & 2 responses due Sunday, 10/29 by 11:59pm |
| Week 10– 10/30 In Person | Qualitative Methods | W,P,&E Ch. 6 S&P Ch. 3, 4 & 5 | Article Review: Due Saturday, 11/4 by 11:59pm Online Quiz 6: Due Monday, 10/30 by 11:59pm (over course content for week 10) Research Proposal Outline: Due Sunday, 11/5 by 11:59pm |
| Week 11 – 11/6 | Qualitative Methods | S&P Ch. 6, 8, & 9 APA Ch. 3 p. 93-105 | Discussion Board 3: Initial post due by Saturday, 11/11 at 11:59 pm & 2 responses due Sunday, 11/12 by 11:59pm |
| Week 12 – 11/13 In Person | Application of Research in Clinical settings | W,P,&E Ch. 15 & 16 | Online Quiz 7: Due Monday, 11/13 by 11:59pm (over course content for week 12) Research Proposal Draft: Due Sunday, 11/19 by 11:59pm |
| Week 13 – 11/20 | Application of Research in Clinical settings | W,P,&E Ch. 17 & 18 | Online Quiz 8: Due Monday, 11/20 by 11:59pm (over course content for week 13) Peer Reviews: Due Sunday, 11/26 by 11:59pm |
| Week 14 – 11/ 27 In Person | Presentations (Students will be randomly assigned presentation dates) | Presentations | Presentations: Due in Canvas by 11:59pm on 11/28 |
| Week 15 – 12/4*** Synchronous online via TEAMS | Presentations (Students will be randomly assigned presentation dates) | Presentations | Presentations: Due in Canvas by 11:59pm on 11/28 |
| Week 16 – 12/11 In Person | Presentations (Students will be randomly assigned presentation dates) | Presentations | Research Paper: Due Monday, 12/11 by 11:59pm |

| | | | |
|--|--|--|--|
| | | | Final Exam: Due online, Friday, 12/15 by 11:59pm Presentations: Due in Canvas by 11:59pm on 12/11 |
|--|--|--|--|

(Course Calendar may be altered by the instructor throughout the semester as needed.)

Important University Dates

You can access the current Academic Calendar at the link below for important university dates:

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

Texas A&M University-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week.

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the [student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. If you would like to read more about these [requirements and](#)

[guidelines](#) online, please visit the website
[<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions
[<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each

subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[<https://tamuct.libcal.com/appointments>]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[<https://tamuct.libguides.com/index>]

University Writing Center

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

Student Wellness & Counseling Center

The Student Counseling Center is a place where students can go for no-cost services to get help to handle day-to-day challenges and encourage their personal growth and development.

The Student Counseling Center provides services ranging from assistance with anxiety, depression, relationship concerns to crisis intervention. Students get personal assistance, tailored to their needs, in a welcoming and comfortable atmosphere.

Services — including counseling sessions up to once a week — **are at no additional cost** while students are currently enrolled at Texas A&M University-Central Texas.

For more information about the counseling center, students should visit the website, <https://www.tamuct.edu/student-affairs/student-counseling.html>, or call to make an appointment at (254) 501-5955.

Campus Cupboard

The Campus Cupboard is a student-run food pantry built to serve all students, staff, and faculty in need of assistance. Stocked with food, the cupboard acts as a safety net for the TAMUCT

community. Food is provided at no cost. No proof of income or US citizenship is required. New clients will be asked to complete a New Client Form. All information is kept confidential and only recorded for statistical purposes. For more information, email tamuctcupboard@tamuct.edu or call 254-501-5909. More information about Campus Cupboard openings can also be found at <https://tamuct.edu/student-affairs/campus-cupboard.html>.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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