

# Western Seminary Sacramento

## Research in Family Studies

**CNS 514M; 2 credit hours**

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**Spring Semester 2009**

**Session C: Jan. 5 – Apr. 25**

## Syllabus

**Meeting Times:** 5:45-9:55 P.M.

**Dates:** Fridays, Jan. 16; Feb. 6, 20; Mar. 20; Apr. 3, 10, 17

### **Course Description**

This course provides an introduction to assessment and research as it applies to family studies. Specific concentration is given to the practical application of research methodology and statistical techniques to the clinical practice of marriage and family therapy.

### **Course Goals**

Upon completion of this class, the student will demonstrate the ability to locate, review, comprehend, critique, and apply research findings to clinical practice. To this end, several primary goals will be achieved by the student. These goals are noted below. Students will:

1. Develop a familiarity with general research methodology and statistical concepts.
2. Develop a familiarity and understanding of several major forms of research analyses.
3. Develop a working understanding of the significant relationship between theory, research, and application.
4. Develop the ability to locate, review, and apply findings of professional literature to clinical application.
5. Develop the skill to apply research findings through a integrative worldview.

### **Course Contribution to Stated Degree Outcomes**

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

BE a person whose godliness is worthy of being emulated by others, and whose integrity imparts credibility to his/her ministry (SFS 501-504; CNS 506; overarching).LOVING GOD

- motivated by a genuine love for God, others and self; (Loving God)
- reflects biblical balance and skill in life management, appropriately fulfilling those roles and responsibilities mandated by God; (Theology I and II)
- regularly practices the spiritual disciplines; (Intp. Scripture)
- aware of and applying biblical principles for forming new habits. (Theo. III)

KNOW HOW to think critically so that various truth claims can be effectively evaluated (THS 501-503; CNS 508; INTEGRATION overarching).

- awareness of world view components and can articulate their own beliefs; (Intp. Scripture and Theo I, II, III and Integration and Practicum)
- familiarity with the unique contributions of world view systems other than their own. (Social and Cultural)

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence (CNS 530-534, overarching).PRACTICUM

- awareness of the characteristics and practices of an effective counselor, (Interpersonal Communication and Psych. Theory and Tech. and Practicum)
- mastery over personal skills and growing edges, (Practicum and Research))
- maintains a plan for growth and development. (Practicum)

KNOW HOW to build upon his/her seminary training to be a true life-long learner (CNS 530-534; overarching). (Practicum)

### **Course Objectives**

Several specific objectives will be covered in the course content in order to obtain goals mentioned above.

1. Develop a familiarity with general research methodology and statistical concepts.
  - a. An overview of the process of the scientific method will be presented. Research perspectives related to both modernistic and post-modernistic paradigms will be reviewed.
  - b. An overview of major research design concepts used in modern research will be presented.
2. Develop a familiarity and understanding of several major forms of statistical analyses.
  - a. Descriptive
  - b. Correlation
  - c. Inferential
  - d. Non-parametric
3. Develop a working understanding of the significant relationship between theory, research, and application.
  - a. An overview of critiquing theoretical constructs, research practice, and clinical application will be demonstrated.
  - b. The ability to generalize relevant information will be developed through group demonstration and student practice.
  - c. Identification and application of research findings will also be demonstrated through classroom discussion and lecture presentation.
  - d. An actual clinical application will be presented; demonstrating the development of theoretical hypotheses, research strategies & findings, and subsequent clinical application.
4. Develop the ability to locate, review, and apply findings of professional literature to the clinical environment.
  - a. Students will be required to locate and review different types of research articles.
  - b. Students will demonstrate the ability to identify sufficient research literature.
  - c. Students will demonstrate the ability to generalize information from a review of the research.
5. Develop the skill to apply research findings through a theologically integrative worldview.
  - a. General presentation of Integration efforts attempting to integrate scientific and theological perspectives will be presented.
  - b. Class discussion about reconciling research findings to a Christian worldview. Students will

be encouraged to develop a methodology for resolving potential conflicts.

## **Textbooks**

*We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.*

Click [here](#) to order texts and other products.

Required (**Earlier editions will NOT work for this class!**)

- Patton, M. (2007). *Understanding Research Methods*. 6<sup>th</sup> ed. Pyczak Publishing.

## **Course Requirements**

### **Reading & Homework Assignments (30% of grade)**

Each assignment is to be completed prior to the class session. Each homework assignment is connected to a corresponding reading assignment. Homework will be graded in class by your peers. Completion of the assignment prior to class allows you to benefit the most from class discussions. The homework assignments are listed in the class schedule attached to this syllabus. Your homework accounts for 30% of your grade.

Please keep in mind that according to Western Seminary standards there are two levels of reading for assignments.

*"Familiarity level: This level assumes knowledge of the material assigned and leads to accountability in class. (45 pages per hour). Mastery level: Reading at this level will average about 20 pages per hour and assumes careful reflective interaction with the ideas, note taking, and will lead to accountability in class, and papers at a mastery level (1000 pages = 50 hours). These are intended to serve as flexible guidelines or rules of thumb; they are not thought to be rigid. It is certainly understood that books are printed with varying numbers of words per page and written to varying reading levels.*

Please keep these guidelines in mind as you complete homework assignments.

### **Library Research (20% of grade)**

Students are required to obtain a research article limited to the list of articles below. This article must be obtained from a local research library (CSUS, UC Davis, etc.). You are not allowed to obtain this article from an internet resource. In addition to the article, you must provide proof of library access by having the librarian sign the article you copy from the research journal obtained at the library. You will need two photocopies of the article, one for your work on your class paper and one to turn in to the instructor.

Assor, A. & Assor, T. (1985). Emotional involvement in marriage during the last trimester of pregnancy: A comparison of husbands and wives. *Journal of Psychology*, 119, 243-252.

Belsky, J. & Pensky, E. (1988). Marital change across the transition to parenthood. *Marriage and Family*

*Review*, 12, 133-156.

Buehlman, K. T., Gottman, J. M. & Katz, L. F. (1992). How a couple views their past predicts their future: Predicting divorce from an oral history interview. *Journal of Family Psychology*, 5, 295-318.

Carrère, S., Buehlman, K. T., Coan, J., Gottman, J. M. & Ruckstuhl, L. (2000). Predicting marital stability and divorce in newlywed couples. *Journal of Family Psychology*, 14, 42-58.

Cowan, C. P. & Cowan, P. A. (1988). Who does what when partners become parents: Implications for men, women, and marriage. *Marriage & Family Review*, 12, 105-131.

Crawford, D. W. & Huston, T. L. (1993). The impact of the transition to parenthood on marital leisure. *Personality and Social Psychology Bulletin*, 19, 39-46.

MacDermid, S. M., Huston, T. L. & McHale, S. M. (1990). Changes in marriage associated with the transition to parenthood: Individual differences as a function of sexrole attitudes and changes in the division of household labor. *Journal of Marriage and the Family*, 52, 475-486.

Shapiro, A. F., Gottman, J. M., Carrere, S. (2000) The Baby and the Marriage: Identifying Factors That Buffer Against Decline in Marital Satisfaction After the First Baby Arrives. *Journal of Family Psychology*, 14(1), 59-70.

### **Final Paper (40% of grade)**

Your paper is your final class assignment. Using the article you obtained from your library project, you will provide a critique of the research methods, statistics, and results. The paper will also include a discussion on how the research will influence your work as a marriage counselor. This paper is graded based on the rubric included below. This paper must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom and spelling must be up to graduate level. Always include a strong introduction paragraph-declare what you intend to show the reader-and conclusion paragraph. Qualities valued include clarity, succinctness, and precision. Western style standards include the following:

- 1" margins top, bottom and sides
- Double-space (= 3 vertical lines per inch, 27 lines per page)
- 12-point standard.
- Indent paragraphs 5 spaces or 0.6 inch (Western's Thesis standard is 5/8 inch)
- No extra line-feed between paragraphs (Format-Paragraph-Space After)
- Underline section headings
- Staple; no paperclips, folders, or fanfold
- Page numbers
- Title page is preferred. Any paper sent by email must include a title page.

All work must reflect Master's Level use of the English Language. Plagiarism will result in the execution of Western Seminary's contract on cheating.

### **\*\*\*Review Required Sections (Be sure to include these in your paper)**

1. Overview of article
2. Critical evaluation of article findings
3. Application of article to clinical practice

**\*\*\*Grading Rubric for the Paper**

6	Superior	<p>A superior article review evaluates the topic in a complex way and executes an evaluative presentation convincingly and skillfully. It will have one or more of the following attributes:  <u>Purpose</u>: shows a sophisticated sense of its own purpose throughout, along with sophisticated organization.  <u>Topic</u>: addresses topic fully and is alert to implications and broader issues.  <u>Critical Thinking &amp; Logic</u>: Supports its own ideas and addresses opposing ideas, revealing occasional inadequacies in arguments or details of opposing viewpoints.  <u>Development</u>: shows extensive development both in terms of abstractions and details; often offers cogent or imaginative sources of information that go beyond those presented in text.  <u>Style</u>: has variety and sophistication in both sentence structure and diction.  <u>Usage and Grammar</u>: exhibits superiority in written English and APA style, though it need not be flawless.</p>
5	Strong	<p>A strong article review evaluates the topic sufficiently and executes an evaluative presentation with a solid plan. It will have one or more of the following attributes:  <u>Purpose</u>: shows a clearly identifiable purpose with good organization.  <u>Topic</u>: addresses the topic by competent employment of many issues raised in the reading passage.  <u>Critical Thinking &amp; Logic</u>: supports its own ideas, and reveals awareness of opposing ideas.  <u>Development</u>: shows full development.  <u>Style</u>: has effective use of sentence structures and vocabulary.  <u>Usage and Grammar</u>: exhibits a command of written English and APA style, though there may be flaws.</p>
4	Adequate	<p>An adequate paper takes a meaningful approach to evaluating the article and handles it satisfactorily. It will have one or more of the following attributes:  <u>Purpose</u>: shows clearly identifiable purpose and an adequate organization.  <u>Topic</u>: has engaged the primary issues raised by the reading passage.  <u>Critical Thinking &amp; Logic</u>: supports its own ideas.  <u>Development</u>: offers appropriate and reasonable support.  <u>Style</u>: has adequate use of sentence structures and vocabulary.  <u>Usage and Grammar</u>: exhibits satisfactory control of written English; the flaws it has are not overwhelming or part of a consistent pattern.</p>
3	Flawed	<p>A flawed paper fails to address the article in some significant way, but demonstrates developing skills. It will have one or more of the following attributes:  <u>Purpose</u>: shows some focus, but occasionally wavers in its sense of purpose; often shows problems in organization.  <u>Topic</u>: addresses some issues of the reading passage – but some significant aspects may be slighted or ignored.  <u>Critical Thinking &amp; Logic</u>: reveals contradictions or flaws in logic.  <u>Development</u>: shows one or more underdeveloped paragraphs, or merely echoes and paraphrase uncritically elements of the reading.  <u>Style</u>: has some sentences that are difficult to read or seem confused.  <u>Usage and Grammar</u>: exhibits wavering control of written English and APA style, so that many readers might be annoyed by faults.</p>
2	Seriously Flawed	<p>A seriously flawed paper will reveal serious and repeated problems, including confusion as to the task or uncertainty as to the plan of the article review. It will have one or more of the following attributes:  <u>Purpose</u>: shows very little sense of focus  <u>Topic</u>: addresses the reading only marginally or randomly.  <u>Critical Thinking &amp; Logic</u>: shows very little analysis of materials or is often illogical.  <u>Development</u>: is significantly underdeveloped; often avoids expansion or explanation of ideas by comparison with higher level essays.  <u>Style</u>: has numerous sentences that pose significant difficulties for readers; frequently misuses vocabulary.  <u>Usage and Grammar</u>: exhibits persistent problems in grammar, mechanics, and APA style.</p>

<b>1</b>	<b>Incompetent</b>	<p>An incompetent article evaluation will fail to communicate the assessment of the article. It will have one or more of the following attributes:</p> <p><u>Purpose</u>: shows no sense of purpose or direction; often incoherent.</p> <p><u>Topic</u>: does not address the reading or exhibits little understanding of the writing task.</p> <p><u>Critical Thinking &amp; Logic</u>: reveals chaotic or nonexistent analysis of materials and serious problems in logic.</p> <p><u>Development</u>: is radically underdeveloped. Essays in this category make little attempt at offering evidence or argument.</p> <p><u>Style</u>: has very few sentences that are coherent or clear.</p> <p><u>Usage and Grammar</u>: exhibits pervasive errors that regularly prevent understanding. APA style is non-existent or there is use of some other style (MLA, manuscript, etc.)</p>
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**Attendance (10% of grade)**

In accordance with the school policy one and an half excused absences will be allowed. An excused absence is recognized as an extreme emergency situation or serious illness. Other or additional absences will result in loss of points, affecting the final grade. Be mindful of the grading scale, a 10% loss in overall points results in a substantial grade reduction.

**Grading (Point Breakdown and Scale)**

**Breakdown**

Assessment	Points	Percentage	Estimated Completion Time
Homework	30	30%	18-23 hours
Library Assn.	20	20%	2-3 hours
Paper	40	40%	8-10
Attendance	10	10%	N/A
Total	100	100%	28-36 hours

**Scale**

Grade	Percentage
A+	99-100%
A	95-98%
A-	93-94%
B+	91-92%
B	88-90%
B-	86-87%
C+	84-85%
C	81-83%
C-	79-80%
D+	77-78%

D	74-76%
D-	70-73%

## STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 5<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

## CLASS POLICIES

**Cover Page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course without arranging for additional work with the professor. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar (p.16). In the case of serious illness, family emergency, or other extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. The maximum extension permissible is six weeks, with assignments **due to the professor for grading on Fri., 5/29/09**. All course assignments not completed by the extended deadline will be given a failing grade. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504)

Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

## **LIBRARY AND INTERNET RESEARCH**

All class assignments with a research element require library research annotated as such in the bibliography.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu](http://www.westernseminary.edu) .
- Click the link "Sacramento Campus" in the left navigation pane.
- Click the link "Library Resources" in the left navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Search the Library Collection Online".

### **Periodical & Research Databases**

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Research Databases" from the bottom menu.
- Click the link "Ebsco Host Research Databases".
- Log in. [User ID: westsem / Password: seminary]
- Click the link "EBSCOhost Web".
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

### **Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link 'Course Packs'.

### **Reference and Research Contact Information**

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholifield@westernseminary.edu](mailto:dholifield@westernseminary.edu)

**Course Schedule**

<b>Dates</b>	<b>Class</b>	<b>Class</b>
January 16	1	<i>Class orientation.</i> <i>Introduction to applied research (An example application of research to practice)</i>
February 6		<i>Research Methods</i> <b>Due:</b> <b>HW: Sections 1-13</b>
February 20		<i>Reviewing Literature &amp; Sampling</i> <b>Due:</b> <b>HW: Sections 14-24</b>
March 20		<i>Measurement</i> <b>Due:</b> <b>HW: Sections 25-33</b> <b>Library Article</b>
April 3		<i>Experimental Design</i> <b>Due:</b> <b>HW: Sections 34-38</b>
April 10	2	<i>Statistics, Effect Size, &amp; Meta-Analysis</i> <b>Due:</b> <b>HW: Sections 39-59</b>
April 17	3	<i>Article Evaluation</i> <b>Due:</b> <b>Final Paper</b>

If you have any questions throughout the semester you can either email me or contact me via phone. I am looking forward to our semester together.

**Kenneth R. Philipp, Psy.D.**  
 Faculty, Western Seminary