

COUPLE AND FAMILY THERAPY RESEARCH SEMINAR

CFT 779, Fall 2019, 3 credits

Couple and Family Therapy Program

Kirk Kerkorian School of Medicine at UNLV
1001 Shadow Lane Campus

Professor: INSTRUCTOR

Office Hours: By appointment only

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

Phone: NUMBER

Room: Virtual

Email: EMAIL

Office: OFFICE

REQUIRED TEXTS

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

Other Required Readings – posted on Webcampus

Belmont Report (1979).

Dan Markinson Case (2015).

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

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

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

COURSE DESCRIPTION

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

Course Objectives

Students who successfully complete this course will:

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

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

Student Learning Outcomes (SLO):

- Identify foundations and contemporary conceptual directions for the MFT field
- Interpret and apply major models of MFT
- Address contemporary issues in the treatment of individuals, couples, and families
- Utilize MFT research

Program Objectives:

- Offer enriching substantive mentoring opportunities to Marriage and Family Therapy students (PO #1)
- Become a recognized center for the training of excellent professional marriage and family therapists by hiring and retaining faculty with exemplary teaching practices and strong research records. (PO #2)

Faculty Outcomes:

- Improve pedagogy with the goal of enhancing student learning. (FO#4)
- Augment students' learning by advising and providing mentorship (FO # 5).
- For faculty with a research appointment, develop and progress on a research agenda that contributes to the advancement of the MFT discipline and informs the clinical practice of relational therapy. (FO #6)
- Present scholarship or otherwise participate at professional conferences (FO #7)
- For faculty with a research appointment, develop and progress on a research agenda that contributes to the advancement of the MFT discipline and informs the clinical practice of relational therapy. (FO #8)

TEACHING METHOD

Classroom instruction will include a combination of lecture, group discussions, and in class activities.

ASSIGNMENTS

As a professional in any field, IT IS YOUR RESPONSIBILITY TO MANAGE YOUR TIME. NO LATE ASSIGNMENTS WILL BE ACCEPTED. Due to the large number of assignments in his course, I have composed an "Assignment Packet" which contains descriptions of each assignment. This packet can be downloaded off the course website. Below is a brief description of what is expected in terms of the assignments throughout the course of the semester.

Analysis/Interpretation (AI) Assignments:

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

Creating a Mini-Survey:

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

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

Ethical Research Movie Assignment:

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

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

Research Proposal Presentation and Related Assignments:

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

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

Your presentation will include the following information:

- Introduction (1-2 slides)
- Statement of the problem
- Significance of the problem
- Review of the literature, including theoretical basis
- Research Questions (hypotheses)
- Methodology (1-3 slides)
- Participants
- Instrumentation
- Tests
- Reliability
- Validity
- If qualitative, methods of triangulating data
- Format
- Procedures
- Sequence of data gathering
- Description of survey packets or interview questions
- Data Analysis Plans (1-2 slides)
- Description of analysis plans
- References (hard copy to instructor)
- Appendices (hard copy to instructor)
- Informed consent form
- Copy of questionnaire or interview protocol

This assignment has several elements. Please pay close attention to what is required of you, as it is listed below:

1. Submission of the topic of your research proposal, potential research questions and hypothesis is worth 25 points. You will be graded on (a) whether you handed in the research questions and hypotheses, and (b) whether the research questions and hypotheses are appropriate, given your topic and the current literature on that topic. Again, these can be submitted by being uploaded on our course website.
2. Submission of the methodology slide is worth 25 points. This section can be done in bullet points in Microsoft Word as you would have it on your Powerpoint slide. You will be graded on whether you submitted the methodology, its consistency with APA 6th edition style (if you provide citations), the completion of all required sections, and the appropriateness of selecting that methodology to answer your research question.
3. Submission of the analysis slide is worth 25 points. This section can be done in bullet points in Microsoft Word as you would have it on your Powerpoint slide. You will be graded on whether you handed in the analysis section, its consistency with APA 6th

edition style, the completion of all required sections, and the appropriateness of selecting that analysis for your methodology.

4. Presentation of your completed research proposal presentation using Powerpoint (title slide, abstract, literature review slides, research question slide, methodology slide, analysis plan slide, and references) is worth 50 points. You will be evaluated on the overall presentation, the flow, the unique and original research question, and the extent to which your methodology and analysis plan flows logically from your research questions and hypotheses.
5. Submission of presentation packet. You will submit a handout to the instructor on the day of your presentation. This handout will be a handout of your slides (3 slides per page with lines on the side for notes) as well as a copy of your informed consent and copy of your interview protocol, survey, handouts, etc. This handout is worth 30 points.

Measurement Procedure: Completing the research proposal assignment, including each assignment delineated above, is worth 165 points (75 for the assignments leading up to the finished product; 80 points for the presentation and packet itself). You will be evaluated on the consistency to APA 6th edition style, the appropriateness of your research question and hypotheses, your professionalism, and the extent to which your methods of investigating and analyzing the phenomenon are logical to your research questions. This fulfills SLO 1-4.

NOTE: Assignments are due at the beginning of class unless otherwise noted

GRADING

In this course, students will be evaluated throughout the duration of the semester. This evaluation will be based on a series of assignments, exams, and participation. There are a total of 340 earnable points in this course. No grade below “B-” will be accepted toward a graduate degree. The grading scale is:

A = 90-100% B = 80-89% C = 70-79%

STUDENT RESPONSIBILITIES

Participation:

Your participation will be evaluated through your ability to share with others in class, your ability to work together with other individuals in the course, involvement regarding in class activities, and attendance. As a professional representing the field, you are required to be on time for your clients and for class. If you are more than 5 minutes late to class by my watch without contacting me prior to class, this will count as an unexcused absence. Any unexcused absences beyond two will result in a consequence, one of which may potentially be dismissal from the course. Consistently arriving late to class within the 5-minute window will result in a lowered course grade or dismissal from the course. An excused absence refers to medical emergencies, and a doctor’s note is required to be presented to the instructor by the next class period. Being on time for class is included in this criterion. Excused absences are those which refer to medical emergencies or class periods missed for professional development. A health professional note is

required to be presented to the instructor by the next class period. Unexcused absences refer to arriving at class more than five minutes after class has begun, leaving class prior to dismissal without a medical emergency, or not attending class at all. Any unexcused absences beyond two can/will result in a consequence, one of which may potentially be dismissal from the course.

Professionalism:

This criterion addresses the essential elements that are necessary to perform professionally in society, such as dependability, professional presentation, initiative, empathy, and cooperation. These behaviors are developed through the recognition of skills, practice, experience, role mentorship, and evaluative feedback. Emphasizing the importance of these behaviors will strengthen you for your professional roles. As a therapist-in-training, you are expected to conduct yourself as a professional. This includes (but is not limited to):

- Come to class on time
- Attend all classes
- Present yourself in a manner that honors the profession and that is accepted by patients, faculty, preceptors, and employers.
- Abide by faculty policies and procedures
- Accept and apply constructive criticism from faculty
- Adhere to deadlines
- Refrain from answering your cell phone during class
- Refrain from sleeping during class
- Complete your assigned readings by the date they are due
- Refrain from engaging in disruptive behaviors while in class (i.e., side conversations with peers) or in sessions
- Talk to other students and faculty with respect

In general, you are expected to exhibit behaviors and attitudes that are consistent with professional standards in all of your interactions. Failure to do so may result in a lowered course grade, dismissal from the course, or the assignment of a Corrective Action Plan.

Academic Integrity:

It is expected that all work done for this class will be in strict compliance with the principles of academic honesty and integrity, as outlined in the student catalogue. You will also be asked to sign a statement indicating that you will agree to the academic policies outlined by UNLV.

Cell Phones & Electronics:

Please turn off cell phones and electronics during class unless you have made arrangements with the instructor prior to the class period. Absolutely no headphones are allowed.

Personal Criteria:

As a therapist in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc.

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

ADDITIONAL POLICIES

Class attendance:

Registration in a course obligates the student to be regular and punctual in class attendance. Students who without previous arrangement with the instructor or department fail to attend the first two class meetings of a course that meets multiple times per week or the first meeting of a class that meets one time per week may be dropped from the course.

Class absences:

It is the student's responsibility to consult with the teaching faculty regarding absences from their class. Students may be dropped from classes for nonattendance during the first week of instruction upon notification by the instructor.

Technology in the Classroom:

Computers should be used for note-taking and only with the instructor's permission. Students using these devices for note-taking must turn off the wireless function and close all applications/windows other than the appropriate document or application unless the instructor specifically permits otherwise. Students who require access to handheld or wireless technology as assistive measures for documented disabilities may use them according to stipulations.

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. The UNLV CFT Program supports the use of technology in and out of the classroom for educational purposes. We expect that students will conduct themselves in such a manner consistent with the ethics and high standard of the profession of MFT. The use of the following is allowed in classrooms: Laptops (without wifi engaged); Tablets (without wifi engaged). The use of the following is not allowed in classrooms:

- MP3 players/iPods
- cellular phones/smartphones
- cameras and other recording devices

For more information on technology policy in the classroom, see the UNLV CFT Graduate Handbook.

Diversity Statement:

All department faculty, staff and students will maintain respect for differences and honor factors that reflect diversity in our community, including: age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status.

Academic misconduct:

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes:

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct: Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright: The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](http://www.unlv.edu/provost/copyright) is available at <http://www.unlv.edu/provost/copyright>.

DISABILITY RESOURCE CENTER (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may

be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

FINAL EXAMINATIONS

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>

Identity Verification in Online Courses. All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

INCOMPLETE GRADES

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

LIBRARY RESOURCES

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a

subject expert for this class, please visit the [Libraries' Research Consultation](http://guides.library.unlv.edu/appointments/librarian) website: <http://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](http://ask.library.unlv.edu/) questions via chat and text message at: <http://ask.library.unlv.edu/>.

MISSED CLASSWORK

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=6&navoid=531) webpage at <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>. In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es). The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course. This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

REBELMAIL

Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

TUTORING AND COACHING

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

UNLV WRITING CENTER

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

Course Schedule

WEEK ONE 8/25:

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

Reading:

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

WEEK TWO 9/1:

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

Reading:

Williams et al. (2014) Chapters 12 & 13

WEEK THREE 9/8:

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

Reading:

Williams et al. (2014) Chapters 2 & 9

Assignments Due:

AI Assignment #1: Research Article Summaries

WEEK FOUR 9/15:

Designing Research Part III: Qualitative Methodologies

Reading:

Williams et al. (2014) Chapter 6; Piercy & Hertlein (2005)

WEEK FIVE 9/22:

Ethical Issues in Research

Reading:

Williams et al. (2014) Chapter 8 & Markinson Case (2015); Review Belmont Report

WEEK SIX 9/29:

Ethical Issues in Research Working Class

Assignments Due:

Ethical Research Movie Assignment

WEEK SEVEN 10/6:

Executing Research Part I: Collecting Data; Hypothesis Testing

Reading:

Williams et al. (2014) Chapters 4 & 7

Assignments Due:

AI Assignment #2: Sampling

WEEK EIGHT 10/13:

Executing Research Part II: Descriptive Methods; Observation

Reading:

Williams et al. (2014) Chapters 15 & 16

Assignments Due:

RP Assignment #1: Proposal Topic and Hypothesis

WEEK NINE 10/20:

Executing Research Part III: Survey research; Correlational research

Reading:

Williams et al. (2014) Chapter 5 & Nelson & Allred (2005)

Assignments Due:

RP Assignment #2: Methodology slide

WEEK TEN 10/27:

Analyzing Data Part I: Analysis Decision-Making

Reading:

Williams et al. (2014) Chapter 10

WEEK ELEVEN 11/3:

Analyzing Data Part II: T-Tests versus ANOVA

Reading:

Williams et al. (2014) Chapter 11

Assignments Due:

AI Assignment #3: Correlational analysis

WEEK TWELVE 11/10:

Analyzing Data Part III: Coding Data

Reading:

Williams et al. (2014) Chapter 18

Assignments Due:

AI Assignment #4: t-Test/Themes

WEEK THIRTEEN 11/17:

Evaluating Research Rigor: Validity & Reliability; Confirmability and Transferability

Reading:

Williams et al. (2014) Chapter 3

Assignments Due:

RP Assignment #3: Analysis Slide

WEEK FOURTEEN 11/24:

NO CLASS – WORK ON YOUR PROJECT

Assignments Due:

Survey Assignment

WEEK FIFTEEN 12/1:

Course Review: Writing Up Results

Reading:

Williams et al. (2014) Chapter 19

Assignments Due:

AI Assignment #5: Assessing Research Quality

WEEK SIXTEEN 12/8:

Research Proposal Presentations

Assignments Due:

RP Assignment #4 & #5: Proposal and Packet

CFT 779 Syllabus Contract

Dr. Vaida Kazlauskaitė

Please note that you are to complete this contract prior to the second class period and return it to your instructor (email it to me). Failure to return this document may result in withholding of grades, administratively being dropped from the course, or another potential consequence.

I, _____, have reviewed Dr. Vaida Kazlauskaitė's syllabus. I have had ample time to ask questions. I fully understand:

- the due dates of each assignment
- the policies of the course
- how to contact Dr. Kazlauskaitė

Furthermore, I understand that success in this class requires my:

- Reading, understanding and completing assignments.
- Understanding and obeying the rules for avoiding plagiarism.
- Listening to fellow students as they discuss their ideas
- Remaining quiet while others are speaking in class.
- Refrain from using technology in inappropriate ways.
- Respecting the ideas and opportunities of others.
- Refraining from engaging in academic dishonesty.

Student Signature

Date

Student Contact Information

Please fill in the following information where I might reach you during the semester:

Cell Phone:

Check here if this is your preferred contact number

Work Phone:

Check here if this is your preferred contact number

Email Address UNLV Account (@unlv.nevada.edu):

Academic Misconduct Contract

CFT 779 – Research Methods in MFT

From the [UNLV Student Misconduct Website](http://studentconduct.unlv.edu/misconduct/policy.html):
<http://studentconduct.unlv.edu/misconduct/policy.html>

Academic Misconduct Violations – Definitions

Academic Misconduct is any intentional or unintentional occurrence of the following:

- Using the words or ideas of another, from the Internet or any source, without proper citation of the source(s), commonly called plagiarism.
- Receiving unauthorized external assistance during an examination or any academic exercise for credit. This includes, but is not limited to:
 - Providing or receiving aid in connection with any academic assignment;
 - Use or possession of camera telephones, text messages, computer disks, audio recorders, calculators, solution materials, photocopies, materials from previous classes, commercial research services, notes or other means to copy or photograph materials used or intended for academic evaluation for use during the academic evaluation or assignment;
 - Communication in any manner with another student;
 - Working with others on graded coursework, including in-class, on-line and take-home examinations; or
 - Possessing, reading, buying, selling or using any materials intended for an academic evaluation or assignment in advance of its administration.
- Turning in the same work in more than one class (or when repeating a class), unless permission is received in advance from the instructor.
- Falsifying information for inclusion in an assigned paper, project or exercise; including inventing or altering data from a laboratory or field project, or creating fictional citations for a paper.
- Attempting to influence or change any academic evaluation, assignment or academic records for reasons having no relevance to academic achievement. This includes, but is not limited to, bribery, threats and making unauthorized changes to any academic record.
- Falsifying or misrepresenting attendance, hours, or activities in relationship to any class, internship, externship, field experience, clinical activity or similar activity.
- Acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment.
- Facilitating, permitting or tolerating any of the above-listed items.

By signing this document, I am affirming that I have read and understood the conditions for academic misconduct and am agreeing to abide by UNLV's standards of academic conduct. I understand failure to meet these conditions may warrant the filing of an

academic misconduct violation through the appropriate channels as described on the UNLV Academic Misconduct Website.

Student Printed Name

Student Signature

Date