Graduate Program Goals: Department of Family Social Science

Process

The Family Social Science faculty were steeped in evaluating their graduate curriculum from 2012 to 2014, in order to develop an innovative and competitive curriculum consistent with our vision outlined in the 20/20 document. Our goal was to create a curriculum that engages students in the real work of scholars from matriculation to graduation. Small faculty workgroups began this process, bringing materials to the full faculty for discussion and feedback at faculty meetings. Student input was intentionally incorporated throughout this process. Faculty meetings included graduate students representing each cohort. Student representatives were charged with reporting back to their cohort and gaining input from their peers to share at the faculty meetings. What emerged is a curriculum grounded in family theories and research methods, with specialized coursework, that actively engages doctoral students in research throughout their program.

This document reflects that work and is designed to represent the diverse graduate work of the Department which includes: MA, PhD (with specializations in Family Science and Couple and Family Therapy), MEd, Teaching License, and Certificate Programs.

Faculty and students had numerous opportunities to review and discuss this document, and it reflects our current program goals. We do not view this document as static, rather we view it as one that is always a work in progress as we continue to refine and improve our graduate program.

Graduate Student Outcomes

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<td>THEORY: Knowledge of family discipline content and theory</td>
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1. Describe the major epistemologies representing diverse ways of knowing

2. Understand the concepts and assumptions of the foundational theories that undergird the development of more targeted family conceptual frameworks

3. Compare and contrast the primary conceptual frameworks and theories of family science (this includes C/MFT theories)

4. Integrate applicable constructs and assumptions from family conceptual frameworks with empirical analyses based on selected research questions

5. Demonstrate the ability to write research questions reflecting the major constructs and assumptions of the primary family science conceptual frameworks and theories

6. Demonstrate the ability to critically review theoretical applications and integration of theory with empirical analyses of family science literature

7. Demonstrate conceptual precision in both concept definition and assumption application of family theories grounding student’s research

8. Demonstrate the ability to connect theory and application
**Domain**

**RESEARCH: Research and methodological skills relevant to the field**

1. Know research methods applying to family social science
   a) Identify methodological issues relevant to family research.
      i. Family shared variance and nested data methods
      ii. Understand use of both family and individual level data sets and person/family centered approaches to data analysis

2. Identify research designs for basic and prevention/intervention research studies.
   a) Demonstrate knowledge of qualitative methods (e.g., phenomenology, ethnography, focus groups) relevant to studying families and individuals within contexts.
   b) Demonstrate knowledge of quantitative methods and analyses (e.g., HLM, SEM) relevant to studying families and individuals within contexts.

3. Describe, apply, and critically evaluate the literature and the conceptual frameworks or theories specific to the student’s area of interest.

4. Describe, apply, and critically evaluate methods that apply to the student’s program of research.

5. Demonstrate effective research dissemination through publications in peer-reviewed journals and presentations at peer-reviewed conferences.

6. Demonstrate the ability to effectively utilize technological advances to facilitate research.
   a) Understand technological tools for data collection, intervention, data management, and data analysis.
      i. Demonstrate competence with online survey tools (e.g., Qualtrics, RedCap)
      ii. Demonstrate competence with data management and data analyses programs (e.g., NVIVO, SPSS, Mplus, STATA, Lisrel)
      iii. Demonstrate competence with data storage and computing technologies (e.g., Cloud Computing)

7. Demonstrate the capacity to conduct, coordinate, or take leadership in a research study.
   a) Actively participate in research studies as a team member, leader, or investigator/principal investigator.
   b) Understand and comply with human subjects and ethical issues related to family research.

**Domain**

**TEACHING & ADVISING: Pedagogy/training for teaching**

1. Describe effective pedagogy appropriate to post-secondary education and to adult learners.

2. Demonstrate effective teaching at the post-secondary level and/or to adult learners.
   a) Demonstrate comfort with the development and delivery of courses and curricula specific to family social science.
   b) Demonstrate the ability to use technology to facilitate learning.
      i. Demonstrate ability to use teaching management systems (e.g., Moodle)
3. Demonstrate effective mentorship, advising, or supervision.

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<td>OUTREACH &amp; ENGAGEMENT: Practical application of knowledge</td>
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<td>1. Describe principles and practices of community outreach and engagement.</td>
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<td>2. Demonstrate ability to translate research into practice in order to meet community needs regarding family science-related content areas.</td>
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<tr>
<td>PROFESSIONAL SERVICE &amp; LEADERSHIP</td>
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<td>1. Join scholarly organizations relevant to relevant to families (e.g., AAMFT, AFCPE, NCFR, SPR, GSA, SRCD) and the student’s area of interest.</td>
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<td>a) Participate in early career sections of organizations relevant to specialization.</td>
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<td>b) Participate in leadership positions or volunteer with a professional organization.</td>
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<tr>
<td>2. Participate in scholarly peer review.</td>
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<tr>
<td>3. Participate in leadership and volunteer opportunities at the departmental, university, or institutional level.</td>
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