THE UNIVERSITY OF TEXAS

STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 388R13 **Instructor:** Ruben Parra-Cardona, Ph.D.

Unique Number: 59730 **Office:** 3.130F

Semester: Fall 2020 **Cell Phone Number:** (517) 402-0935

Meeting Time/Place: **Office Hours:** By appointment, following social
VIRTUAL distancing regulations for in-person meetings
Thursdays 9:00am – 12:00pm

GRANT WRITING FOR PREVENTION AND CLINICAL INTERVENTION RESEARCH

I. STANDARDIZED COURSE DESCRIPTION
Effective grant writing is an essential skill in an environment in which indicators of feasibility and efficacy of mental health interventions are expected. Although several evidence-based interventions aimed at promoting health and mental health have been tested in empirical research, the development and dissemination of these interventions according to the contextual and cultural realities of underserved populations continue to be limited. Thus, there is a need to promote prevention and clinical intervention research ranging from studies focused on cultural adaptation to large-scale dissemination.

In this course, the student will be exposed to principles of grant writing with a special focus on standards expected by leading federal funding agencies such as the National Institutes of Health. In addition, students will be encouraged to conceptualize grant proposals according to social justice principles with the ultimate goal of benefiting underserved populations. At the end of the course, the student will produce an exploratory/developmental grant proposal (e.g., R03, R21, R34 mechanism) with an explicit focus on prevention or clinical intervention.

II. STANDARDIZED COURSE OBJECTIVES
Upon completion of this course the student will be able to:

- Identify major trends and needs in prevention and clinical intervention research in the social work field.
- Develop research ideas according to identified needs in the field.
- Integrate and effectively communicate short- and long-term objectives associated with a program of prevention or clinical intervention research.
- Reflect about alternatives to thoroughly inform grant proposals according to social justice principles and impact on underserved populations.
- Produce an exploratory/developmental grant proposal (e.g., R03, R21, R34) according to NIH guidelines.
- Engage in a collaborative learning environment aimed at offering and receiving constructive feedback while engaged in the grant writing process.
- Develop skills to produce constructive critiques of research articles.

III. TEACHING METHODS

Note on course instruction during the COVID-19 pandemic. Due to University policies related to restrictions associated with the COVID-19 pandemic, this course will be primarily taught in a virtual format.

We will meet LIVE via zoom for all sessions, following the schedule detailed below. However, the instructor will place great care to ensure a balance between lecture, group discussions, and adequate breaks to help manage the stress associated with remaining connected via a virtual format.

All sessions will be recorded for students to watch at a later time if they cannot attend class. Being absent will always be justified during this semester due to the multiple challenges associated with the pandemic. All students are only required to provide advanced notice if possible, or an explanation as soon as possible after missing class, for the instructor to be assured of every student's wellbeing.

At least one face-to-face interaction will be offered by the instructor and the logistics for these meetings will be discussed in class according to each individual student's preferences and needs. Priority will be given to safety considerations, such as social distancing, wearing protective masks and meeting in open spaces.

Additional information on teaching methods. This course will include a variety of teaching methodologies designed to achieve the beginning mastery of effective grant writing skills. A strong focus will be given to required skills to write competitive grant applications to the National Institutes of Health (NIH). Equally important, a strong focus will be given to reflect on diversity and inclusion issues as related to rigorous empirical research. Learning activities will include reading, writing, discussion, lectures, videos, and guest presentations of successful NIH-funded researchers in the field of social work.

This course will be strongly focused on the individual student's research interests. Thus, each student will be expected to generate a grant proposal that closely adheres to their own individual program of research. Students will be expected to openly share their work with fellow students, in an effort to provide and receive constructive feedback.

IV. REQUIRED TEXTS
Required readings will be provided via electronic format in CANVAS.

V. COURSE REQUIREMENTS

1. *Attendance and participation.*

2. *Personal Reflection Paper.* Students will produce a written reflection at the end of the semester, focused on the major highlights learned about professional development as grant writers and scholars. An explanation of key points to address in the paper will be discussed in class. **The reflection paper is due on November 12th.**

   Format: 2 pages maximum, single spaced, 12 pt. — Submit via Canvas

3. Research presentation. Students will present a summary of their grant proposal, emphasizing how the proposed study fits the student's long-term program of research. The powerpoint presentation should not last more than 20 minutes to allow for group feedback and must include the following sections:
- Summary of Specific Aims
- Summary of Significance and Innovation
- Highlights of Research Design. Emphasize areas of specific significance (e.g., recruitment of hard-to-reach populations), as well as innovative methodologies.
- Strategic goal of the R34 proposal within a 5-10 year program of research, following Ph.D. graduation.

4. Grant proposal. Students will prepare an NIH exploratory/developmental grant proposal on a topic of their choice.

It is highly encouraged for students to propose a mixed-methods research design that adequately describes the value of integrating qualitative and quantitative methodologies, as well as the ways in which both types of data will be used to expand their program of research. Further, it is expected for students to inform their grant proposals according to diversity and inclusion considerations to be discussed in class. The separate sections of the grant proposal will be completed over the course of the semester to facilitate in-depth discussions with classmates as students progress on grant writing activities. Thus, students will be expected to receive and offer constructive feedback in group discussions.

Grant proposal should be typed and <u>single spaced, Arial font type, 11pt.</u>

<u>Format and Scope</u>
Grant proposals should focus on a prevention or clinical intervention study, preferably targeting an underserved population. Proposals will include the following sections:
- Specific Aims
- Research Strategy:
  - Significance
  - Innovation
  - Approach
- References

DRAFT sections of the grant proposal will be due according to class schedule (see below).

<u>NOTE:</u> <u>To ensure equity in the grant writing process, all students will be expected to write an R34 13-page proposal.</u> However, if a student would like to submit an exploratory proposal (i.e., R03, R21) or an R36 dissertation grant proposal due to a strong research interest and high feasibility of submitting a grant proposal prior to (R36) or shortly after graduation (R03, R21), the following requirements must be met:
- In addition to the 6-page limit for research design sections required in R03/R21/R36 proposals, the student must include an additional 6-page research design section focused on a prevention/clinical intervention study, to be informed by the proposed R03/R21/R36 research design.
- <u>The 13-page requirement for R34 proposals must be met by all students.</u> Thus, the student must submit a proposed plan for the structure and content of the additional 6-page research design section.

- The student advisor must send the course instructor an email indicating knowledge and approval of this plan, as well as indicating the feasibility for grant submission prior to or shortly after graduation.
- It is not expected that the complementary 6-page research design section will be as thorough as that of R34 proposals fully focused on prevention or clinical trials. Grading criteria will be discussed on an individual basis with the student upon submission of the proposed plan by the student, as well as email receipt from the student advisor.
- **Deadline for submitting requests to adapt R34 proposals according to R03/R21 R36 grant proposals: <u>September 10th</u>.**

All written assignments must be submitted via Canvas. APA (6th ed) writing and citation style must be used for referenced information.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Task	Percentage of Grade	Due Dates
Attendance and participation (20 pts)	20%	
Reflection Paper (15 pts)	15%	November 12th
Research Presentation (15 pts)	15%	To be scheduled
Grant proposal (50 pts)	50%	December 10th
Total	100%	

VII. CLASS POLICIES

<u>**Assignments:**</u>
Late assignments will not be accepted without penalty. Exceptions will be made only with the permission of the instructor to be given at least 24 hours prior to the due date.

<u>**Attendance***:*</u>
Regular and punctual class attendance, as well as class participation are expected. Missing classes or regularly leaving without notifying the instructor are causes for reduction in the final grade.

<u>**Cell phones, text messaging**</u>

Making/receiving calls and text messaging for non-urgent issues during class is prohibited. Please leave the room for any urgent calls you need to make.

VIII. UNIVERSITY POLICIES

CALENDAR
The first session of this course will be on August 26th. The complete 2019-2020 academic calendar is available here: https://registrar.utexas.edu/calendars/20-21

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: http://diversity.utexas.edu/disability/.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at https://cmhc.utexas.edu/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted

can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: http://deanofstudents.utexas.edu/sjs/.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in

further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and

practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
August 27	Introduction & course overview The ethos of social justice-focused research The mission of social work research: Addressing diversity, inclusion, and social justice.		Chavez, J. M. (2012). The university for social change and the legacy of Ignacio Martín-Baró, S. J. *Peace and Conflict: Journal of Peace Psychology, 18,* 68-76. Lorenzetti, L. (2013). Research as a social justice tool: An activist's perspective. *Journal of Women and Social Work, 28,* 451-457. Fong, R., Gehlert, S., Marsh, J. C., Uehara, E. S., & Williams, J. H. (2019). Reflections on the history of the Society for Social Work and Research, 2008-2018. *Journal of the Society for Social Work & Research, 10,* 189-211. Gehlert, S., Hall, K. L., & Palinkas, L. A. (2017). Preparing our next-generation scientific workforce to address the grand challenges for social work. *Journal of the Society for Social Work and Research, 8,* 119-136.
Sept 3	Health and mental health disparities in prevention and clinical intervention research		American Psychiatric Association (2017). *Mental Health Disparities: Diverse Populations.* Kazdin, A. E. (2008). Evidence-based treatments and delivery of psychological services: Shifting our emphasis to increase impact. *Psychological Services, 5,* 201-215.

	Collaborative Research: Addressing diversity issues in programs of research and research designs NIH grant writing: Specific Aims		Whitney, D. G., & Peterson, M. D. (2019). US National and State-Level prevalence of mental health disorders and disparities of mental health care use in children. *JAMA Pediatrics*, *February*. Advance online publication. Weinstein, J.N., Geller, A., Negussie, Y., & Baciu, A. (2017). *Communities in Action: Pathways to Health Equity.* The National Academies Press: Washington, DC. **ONLY READ PP. 57-64** Yamatani et al. (2013). Avoiding type III, IV, and V errors through collaborative research. *Journal of Evidence-Based Social Work, 10,* 358-364 Unger, J. B. (2015). Preventing substance use and misuse among racial and ethnic minority adolescents: Why are we not addressing discrimination in prevention programs? *Substance Use & Misuse, 50*, 952-955. Parra-Cardona, J. R. R34 NIMH, K01 NIDA, & R34 NIDA Specific Aims
Sept 10	Defining and implementing a long-term program of research Mixed methods research: The third research paradigm		Tashakkori, A., & Creswell, J. W. (2007). Editorial: The new era of mixed methods. *Journal of Mixed Methods Research, 1,* 3-7. Parra-Cardona, J.R., et al. (2009). "Queremos Aprender": Latino immigrants call to Integrate cultural adaptation with best practice knowledge in a parenting intervention. *Family Process, 48*, 211-231. Parra-Cardona, J. R. et al. (2012). Culturally adapting an evidence-based parenting intervention for Latino immigrants: The need to integrate fidelity and cultural relevance. *Family Process, 51,* 56-72. Parra-Cardona, J. R. et a. (2016). A balancing act: Integrating evidence-based knowledge and cultural relevance in a program of prevention parenting research with Latino/a immigrants. *Family Process, 55*, 321-337. Parra-Cardona, J. R. et al. (2017). Examining the impact of differential cultural adaptation with Latina/o immigrants exposed to adapted parent training interventions. *Journal of Consulting and Clinical Psychology, 85,* 58-71. Parra-Cardona, J. R. et al. (2019). A Culturally Adapted Intervention for Mexican-origin Parents of Adolescents: The Need to Overtly Address Culture and Discrimination in Evidence-Based Practice. *Family Process, 58*, 334-352. Parra-Cardona, J. R. et al. (2018). Strengthening a Culture of Prevention in Low- and Middle-Income Countries: Balancing Scientific Expectations and Contextual Realities. *Prevention Science.* Advance online publication.
Sept. 17	NIH funding process and mechanisms NIH Review Criteria	DRAFT OF Specific Aims Due	Proctor, E. K., et al. (2012). Writing implementation research grant proposals: ten key ingredients. *Implementation Science, 7:96* Parra-Cardona, J.R. et al (2005). *PMTO for Latinos.* NIMH R21 grant proposal & R21 research statements Parra-Cardona, J.R. et al (2009). *Testing Efficacy and Relevance in a Culturally Adapted Parenting Program.* NIMH R34 grant proposal & R34 research statements Parra-Cardona, J. R. et al (2019). *Strengthening Hispanic families via NIDA Prevention Science.* NIDA K01 grant proposal & K01 research statements.

			Parra-Cardona, J.R. et al (2020). *Implementing a church-based parenting intervention to promote NIDA prevention science among Hispanics.* NIDA R34 grant proposal & R34 research statements
			Review online links and ppt presentations:
			Walton, K. (2014). *What you need to know about NIH priorities.*
			WATCH the following grant basics Video: https://grants.nih.gov/grants/grant_basics.htm
			READ the following links:
			NIH Center for Scientific Review (review in class) https://public.csr.nih.gov/
			Understanding NIH (review in class): https://grants.nih.gov/grants/understanding-nih.htm
			What does NIH look for?: https://grants.nih.gov/grants/what-does-nih-look-for.htm
			Types of Grants (review in class): https://grants.nih.gov/grants/funding/funding_program.htm
			Recommendations from NIH CSR (review in class): https://public.csr.nih.gov/ForApplicants/InitialReviewResultsAndAppeals/InsidersGuide
Sept. 24	NIH grant writing: Significance and Innovation Review of scientific articles	Peer Review of Specific Aims	Alexander, G. R. (2005). A guide to reviewing manuscripts. *Maternal and Child Health Journal, 9,* 113-117. READ the following: Frascella, J., & Ruiz, J. (2011). *Strategies for more effective grant writing.* Planning your application: https://grants.nih.gov/grants/planning_application.htm Peer review and review criteria (review in class): https://grants.nih.gov/grants/peer-review.htm#Criteria
Oct. 1	NIH grant writing: Research Design CONSORT Guidelines		Avoiding pitfalls (we will review this material in class): https://public.csr.nih.gov/ForApplicants/PlanningAndWriting/SubmissionPitfalls Understand your reviewers (we will review this material in class): https://public.csr.nih.gov/ForApplicants/PlanningAndWriting/UnderstandYourReviewers Flay et al. (2005). Standards of Evidence: Criteria for Efficacy, Effectiveness, and Dissemination. Prevention Science, 6(3), 151-175. Grant, S. (2018). The CONSORT-SPI 2018 extension: a new guideline for reporting social and psychological intervention trials. Lambert Chapter 2
Oct. 8	NIH grant writing:	DRAFT OF Significance	

	Research Design (cont'd)	& Innovation Due	
Oct. 15	Research Design (cont'd) Manual development and fidelity protocols		Forgatch, M. S., Patterson, G. R., DeGarmo, D. S. (2005). Evaluating fidelity: Predictive validity for a measure of competent adherence to the Oregon Model of parent management training. *Behavior Therapy, 36,* 3-13. Teen Parents Parenting Curriculum
Oct. 22	Research Design (cont'd) Ethics and Human Subjects		NIMH R34, NIDA K01, NIDA R34 Human subjects sections
Oct. 29	Student Presentations:	DRAFT OF Research Design Due	
Nov. 5	Student Presentations		
Nov. 12	Student Presentations	Reflection Paper Due	
Nov. 19	Student Presentations Budgets Seed Money and Foundation Grants		R34 Budget Narrative Parra-Cardona, J.R. (2005). *A collaborative effort to enhance quality of parenting among Latino/a families: Learning from the voices of Latino/a parents.* Parra-Cardona, J.R. (2006). *No mas violencia (no more violence): Identifying barriers and precursors of accountability and change among Latino men who batter.*
Dec. 3	Lessons from the experts Guest presentations		
Dec. 10	No class	FINAL GRANT PROPOSAL DUE IN CANVAS	

X. BIBLIOGRAPHY
Recommended Text:
Lambert, M. J. (Ed.) (2013). *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change*. Hoboken, NJ: Wiley & Sons, Inc.

Optional:
Miller, R. B. & Johnson, L. N. (Eds.) (2014), *Advanced methods in family therapy research: A focus on validity and change.* New York: Routledge.