

**RESEARCH METHODS IN COUNSELING PSYCHOLOGY**

270-950  
FALL 2009

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**Class room:** Ingraham Hall Room 224  
**Class time:** Thursdays 2:25-5:25  
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**Course Description**

The purpose of this course is to prepare students to be informed consumers of the research literature and to provide foundational information for their efforts to be authors of research projects (e.g., dissertation, articles, conference papers).

This course will review some of the skills necessary for the following goals:

- (a) to understand the logic of research design and instrumentation
- (b) to evaluate the various sources of validity and reliability for research studies
- (c) to be knowledgeable of the major designs used in counseling psychology research
- (d) to be introduced to qualitative research approaches
- (e) to gain greater awareness of the implications of design issues when working with diverse populations and multicultural topics
- (f) to be aware of ethical principles guiding research activity and have knowledge of IRB procedures at UW
- (g) to write research prose
- (h) to be knowledgeable of research design as relevant to program development, program evaluation, prevention science, and consultation

Students are encouraged to be involved in a research project this semester with a member of the faculty or a colleague. Students will write a research proposal for this class that can be a reflection of your research involvement.

**Required Texts**

Heppner, P.P., Wampold, B. E., & Kivlighan, D. M. Jr. (2008). *Research design in counseling* (3<sup>rd</sup> Edition). Belmont, CA: Brooks/Cole (HWK)  
 American Psychological Association (2009). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. (APA)

Readings available in pdf version (journal articles) can be downloaded from [Learn@UW](#)  
 Other readings (book chapters available from Bob's Copy Shop, (616 Uni. Ave, 257-4536).

### Classroom Guidelines

The creation of a positive classroom learning environment for all students is critical. Listed below are a few guidelines (note: this list is not comprehensive) that will promote such an environment for you, your colleagues and your instructor:

- Students will use respectful language and respect the rights and opinions of others when speaking with one another and the instructor.
- Students will avoid disruptive behaviors in class (e.g., tardiness, talking in class on unrelated topic(s), consuming food/drink in a disruptive manner, surfing the internet, updating Facebook, checking email, texting, “packing up” before the end of class). Given the seminar-style format of this class, laptops cannot be used during class discussions.
- Students will accept feedback (including but not limited to) regarding conduct and academic performance in a mature manner consistent with professional standards.
- Students will strive to integrate feedback and will consult with the instructor regarding ways in which feedback may be incorporated.

Consistent violation of these guidelines and inattention to feedback will result in a lower grade in this course and may influence the content of the student’s annual evaluation letters. The instructor will provide students with a first warning by email and a second warning will occur in a formal meeting with the instructor.

### Course Requirements

1. Class participation and completion of in-class assignments (35% of final grade): Given the interactive nature of this course, attendance and participation are necessary in order to develop knowledge and skills as counseling psychologists. Students are expected to attend class and participate in a manner that advances the objectives of the course. Students are expected to engage in stimulating, constructive, and informative discussions that demonstrates their completion of reading and homework assignments.
  - a. Class attendance and participation (10 points). This course is a doctoral level course intended to prepare you to gain competence as a scientist and therefore will be run as a seminar. Thoughtful and stimulating discussion is critical to the objectives of the course.
    - i. Students should notify the instructor (e.g., email or phone message) in advance, as much as possible, when a class meeting will be missed. Any absence from the class must be arranged in advance with the instructor. More than 2 absences from class will result in the lowering of your grade by 5 points for each missed class period. More than 4 absences will result in a failed grade regardless of academic standing.
    - ii. Students must complete the assigned readings and assignments *prior to* the class meeting and arrive *on time* to all class meetings (tardiness will result in a lowered class grade). Students will be evaluated based on their class participation in terms of quantity and quality.
      1. Please know that you will read more material than we have time to cover in class meetings. The absence of formal examinations or discussion of particular assigned readings does not mean that you do not need to complete the readings. Rather, the assigned readings and our discussions of them help you perform better on the graded

assignments and fulfill your development into a counseling psychologist.

- b. Student Facilitation (5 points): Students will be responsible for facilitating the in-class discussion of readings for one class period. These dates will be chosen during the first class session.
  - c. There will be additional in-class assignments that are required for class discussion (30 points in total). These assignments are as follows:
    - i. Empirical Article Discussion (2 points): Find one *empirical* (qualitative or quantitative) article from *JCP* or *TCP* that you think is particularly valuable and would like to discuss with the class. You will lead a seminar-like discussion of the article, reviewing its theoretical foundation, methodology, and importance of its findings.
    - ii. Critique of CP Research Articles (4 points): Evaluate the strengths as well as shortcomings of the Nelson et al. and Moradi & Subich articles (approx. 1 page/article, 2 pages total, single-spaced).
    - iii. Identifying Research Hypotheses (2 points): You will be given the introduction of an article and asked to write the research hypotheses.
    - iv. Human Subjects Training (4 points): Complete Human Subjects Training and print completion certificate to turn into instructor. Instructions at <http://www.grad.wisc.edu/hrpp/10223.htm>
    - v. Dissertation Review (3 points): Identify a recent CP dissertation that you will evaluate and present to class. Choose one that seems to be exemplary in some ways and may be related in a general way to your research interests. You can seek advice from your advisor or another faculty member for their recommendations of exemplary dissertations.
    - vi. Giving Feedback to Colleagues (5 points) : Provide 2 page feedback (single spaced, can be bulleted list) for your classmate's introduction (your feedback will not affect grade of student's paper). Turn in 2 copies of the feedback: one for instructor and one for classmate.
    - vii. Program Development & Evaluation Assignment (10 points) – this assignment will consist of 2 steps (You may choose to work in pairs for this project)
      1. Choose an area of professional interest to develop a practical manual or intervention (e.g., curriculum, intervention protocol) that can be utilized in a specific setting (e.g., schools, community mental health organizations, academic department).
      2. Create an overview of your manual or intervention. Provide a written overview (can be in outline form) and be prepared to present your manual or intervention to the class. Identify the type of program, the intended audience, a description of the intervention, and an overview of how you will assess outcomes of the intervention.
2. Papers (55% of final grade): There will be 6 papers required this semester which involve writing and critiquing research articles/proposals. These papers should follow APA style (see Publication Manual of APA). 1 point will be deducted if Paper 1 or 5 is late and 5 points will be deducted if Paper 2, 3, 4, or 6 is late.

- a. **Paper 1 (5 points):** Draft a detailed outline of a literature review/introduction to your research proposal and write out (i.e., not in outline form) your research hypotheses.
- b. **Paper 2 (5 points):** Draft a literature review/introduction of your research proposal and the hypotheses/research questions. Include reference citations in APA format. Bring two copies – one to turn into the instructor and one for a classmate.
- c. **Paper 3 (10 points):** Revision of paper 2 (please include copy of first draft and feedback from classmate. This version should be significantly different from Paper 2 and clearly demonstrate that you have responded to suggestions and made revisions according to the feedback you have received).
- d. **Paper 4 (10 points):** Draft version of Methods section, include instrumentation and procedures sections following APA format as well as a data analysis plan for the proposed hypotheses.
- e. **Paper 5 (5 points):** Prepare human subjects proposal for your project online. Print off proposal to turn in. DO NOT submit protocol to IRB.
- f. **Paper 6 (20 points):** Full research proposal, including Title, Abstract, Introduction, Method, and Reference Sections.

### Course Policies:

- Assignments are due on the dates and times stated in the schedule unless prior approval is received from the instructor. Points will be deducted for late assignments.
- Students are required to obtain and maintain your wisc.edu email account. I will conduct class business and make announcements through this account and Learn@UW.
- Students' performance in this and other CP courses are used to monitor progress toward the academic and professional benchmarks that are detailed in the CP Handbook.
- Writing is essential to one's development as a counseling psychologist. Therefore, all writing assignments are expected to be well-written and edited. Students are strongly encouraged to use the writing center for assistance (writing.wisc.edu).
- Please let me know as early as is feasible if you need accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Last minute special requests will be subject to the same late assignment policy as other students.
- You are expected to respect confidentiality in the classroom. People may reveal information about themselves in class that they would not want others outside of the class to have.
- All students in the Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA in their code of ethics. Failure to do so may result in termination from the Department.

### Course Grading:

Attendance & Participation	10%	94%-100% = A
Facilitated Discussion	5%	87%-93% = AB
In Class Assignments (total)	30%	83%-86% = B
Papers (total)	55%	77% - 82% = BC

**Course Schedule, Readings, and Assignments\***

Reading and written assignments are to be completed on or before the date given

Week	Topic	Readings	Assignment
9/3	Introduction & Overview Research Interest & Experience Assessment UW Human Subjects Training		
9/10	Philosophy of Science Critiquing Psychological Research in CP	HWK Ch. 1 Baumeister & Leary, 1997 Moradi & Subich, 2004 Nelson et al., 2006	<ul style="list-style-type: none"> <li>• In Class Assignment i: Empirical Article Discussion</li> <li>• In Class Assignment ii: Critique of CP Research Articles due</li> </ul>
9/17	Research Training Ethical Issues in Research	HWK Ch. 2 & 6 Fisher et al., 2002 Hollingsworth & Fassinger, 2002 Phillips et al., 2004	<ul style="list-style-type: none"> <li>• Student Facilitator: _____</li> <li>• Present and discuss topic of Research Proposal</li> <li>• In Class Assignment iii: Identifying Research Hypotheses</li> </ul>
9/24	Research Design Validity	HWK Ch. 3, 4, & 5 Hoyt, Warbasse, & Chu, 2006 Karr & Larson, 2005	<ul style="list-style-type: none"> <li>• Student Facilitator: _____</li> <li>• In Class Assignment iv: Human Subjects Training Completed</li> </ul>
10/1	Measurement & Instrumentation in Research	HWK Ch. 10 & 20 Fabrigar et al., 1999 Spanierman & Heppner, 2004 Worthington & Whittaker, 2006	<ul style="list-style-type: none"> <li>• Student Facilitator: _____</li> <li>• Paper #1 due</li> </ul>
10/8	Scientific Writing Independent & Dependent Variables	APA Ch. 2 & 3 HWK Ch. 12, 13, & 22	<ul style="list-style-type: none"> <li>• In Class Assignment v: Dissertation Review</li> </ul>
10/15	Cultural Validity Multicultural Issues in Research	HWK Ch. 15 Darcy, Lee, & Tracey, 2004 Mallinckrodt & Wang, 2004 Quintana et al., 2001 Sue, 1999	<ul style="list-style-type: none"> <li>• Student Facilitator: _____</li> <li>• Paper #2 due</li> </ul>

10/22	Modeling (Moderation, Mediation, Path Analysis, & SEM)	Baron & Kenny, 1986 Frazier, Tix, & Baron, 2004 Tokar et al., 2007 Weston & Gore, 2006	<ul style="list-style-type: none"> <li>• Student Facilitator: _____</li> <li>• In Class Assignment vi: Giving Feedback to Colleagues due</li> </ul>
10/29	Qualitative & Mixed Method Designs	Hanson et al., 2005 Levitt, Butler, & Hill, 2006 Morrow, 2007 Ponterotto, 2002 Yeh & Inman, 2007	<ul style="list-style-type: none"> <li>• Student Facilitator: _____</li> </ul>
11/5	Qualitative Analysis Techniques: CQR & Grounded Theory	Fassinger, 2005 Hill et al., 2005 Juntunen et al., 2001 Pope-Davis et al., 2002	<ul style="list-style-type: none"> <li>• Student Facilitator: _____</li> <li>• Paper #3 due</li> </ul>
11/12	Sampling Issues Effect Size	HWK Ch. 14 Gosling et al., 2004 Thompson, 2002 Vacha-Haase & Thompson, 2004	<ul style="list-style-type: none"> <li>• Student Facilitator: _____</li> <li>• Paper #4 due</li> </ul>
11/19	Program Development & Evaluation	HWK Ch. 21 Hage et al., 2007 Nation et al., 2003 Rivera-Mosquera et al., 2007 Vera et al., 2007	<ul style="list-style-type: none"> <li>• Student Facilitator: _____</li> <li>• Paper #5 due</li> </ul>
11/26	Thanksgiving Break	No Class	
12/3	Consultation Prevention	APA, 2007 Brown, Pryzwansky & Schulte, 2006, Ch. 6 & 7 Shullman, 2002	<ul style="list-style-type: none"> <li>• Research Proposal Presentation</li> </ul>
12/10	Program Development & Evaluation Presentations		<ul style="list-style-type: none"> <li>• In Class Assignment vii: Program Development &amp; Evaluation Project Presentations</li> </ul>
12/17			<ul style="list-style-type: none"> <li>• Paper #6 due, in instructor mailbox by 3pm</li> </ul>

\* Schedule subject to change

## Readings

- American Psychological Association (2007). Guidelines for education and training at the doctoral and postdoctoral levels in consulting psychology/organizational consulting psychology. *American Psychologist*, 62, 980-992.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.
- Baumeister, R. F., & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology*, 1, 311-320.
- Brown, D., Pryzwansky, W.B., & Schulte, A.C. (2006). *Psychological Consultation and Collaboration: Introduction to Theory and Practice (6<sup>th</sup> ed.)*. Boston: Allyn and Bacon.
- Darcy, M., Lee, D., & Tracey, T. J. G. (2004). Complementary approaches to individual differences using paired comparisons and multidimensional scaling: Applications to multicultural counseling competence. *Journal of Counseling Psychology*, 51, 139-150.
- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods*, 4, 272-299.
- Fassinger, R. E. (2005). Paradigms, praxis, problems, and promise: Grounded Theory in counseling psychology research. *Journal of Counseling Psychology*, 52, 156-166.
- Fisher, C. B., Hoagwood, K., Boyce, C., Duster, T., Frank, D. A., Grisso, T., et al. (2002). Research ethics for mental health science involving ethnic minority children and youths. *American Psychologist*, 57, 1024-1040.
- Frazier, P. A., Tix, A. P., & Barron, K. E. (2004). Testing moderator and mediator effects in counseling psychology research. *Journal of Counseling Psychology*, 51(1), 115-134.
- Gosling, S. D., Vazire, S., Srivastava, S., & John, O. P. (2004). Should We Trust Web-Based studies? A comparative analysis of six preconceptions about internet questionnaires. *American Psychologist*, 59, 93-104.
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- Hill, C. E., Knox, S., Thompson, B. J., Williams, E. N., Hess, S. A., & Ladany, N. (2005). Consensual Qualitative Research: An update. *Journal of Counseling Psychology*, 52, 196-205.
- Hollingsworth, M. A., & Fassinger, R. E. (2002). The role of faculty mentors in the research training of counseling psychology doctoral students. *Journal of Counseling Psychology*, 49, 324-330.
- Hoyt, W. T., Warbasse, R. E., & Chu, E. Y. (2006). Construct validation in counseling psychology research. *Counseling Psychologist*, 34, 769-805.
- Juntunen, C. L., Barraclough, D. J., Broneck, C. L., Seibel, G. A., Winrow, S. A., & Morin, P. M. (2001). American Indian perspectives on the career journey. *Journal of Counseling Psychology*, 48, 274-285.

- Karr, C. A., & Larson, L. M. (2005). Use of theory-driven research in counseling: Investigating three counseling psychology journals from 1990 to 1999. *Counseling Psychologist, 33*, 299-326.
- Levitt, H., Butler, M., & Hill, T. (2006). What clients find helpful in psychotherapy: Developing principles for facilitating moment-to-moment change. *Journal of Counseling Psychology, 53*, 314-324.
- Mallinckrodt, B., & Wang, C.-C. (2004). Quantitative methods for verifying semantic equivalence of translated research instruments: A Chinese version of the Experiences in Close Relationships Scale. *Journal of Counseling Psychology, 51*, 368-379.
- Moradi, B., & Subich, L. M. (2004). Examining the moderating role of self-esteem in the link between experiences of perceived sexist events and psychological distress. *Journal of Counseling Psychology, 51*, 50-56.
- Morrow, S. L. (2007). Qualitative research in counseling psychology: Conceptual foundations. *Counseling Psychologist, 35*, 209-235.
- Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., et al. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist, 58*, 449-456.
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- Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist, 54*, 1070-1077.
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- Tokar, D. M., Thompson, M. N., Plaufcan, M. R., & Williams, C. M. (2007). Precursors of learning experiences in Social Cognitive Career Theory. *Journal of Vocational Behavior, 71*, 319-339.
- Vacha-Haase, T., & Thompson, B. (2004). How to estimate and interpret various effect sizes. *Journal of Counseling Psychology, 51*, 473-481.
- Vera, E. M., Caldwell, J., Clarke, M., Gonzales, R., Morgan, M., & West, M. (2007). The Choices Program: Multisystemic interventions for enhancing the personal and academic effectiveness of urban adolescents of color. *Counseling Psychologist, 35*, 779-796.
- Weston, R., & Gore, P. A., Jr. (2006). A brief guide to structural equation modeling. *Counseling Psychologist, 34*(5), 719-751.
- Worthington, R. L., & Whittaker, T. A. (2006). Scale development research: A content analysis and recommendations for best practices. *Counseling Psychologist, 34*, 806-838.
- Yeh, C. J., & Inman, A. G. (2007). Qualitative data analysis and interpretation in counseling psychology: Strategies for best practices. *Counseling Psychologist, 35*, 369-403.