

EDCP 691: Research in Counseling 2
Spring, 2016 Thursdays 1:00pm - 3:50pm
JMZ 1123

Dr. Dennis M. Kivlighan, Jr., dennisk@umd.edu, 301-405-2863; Office Hours: by appointment

Goals of the Course:

1. Familiarity with research methods in counseling psychology research.
2. Familiarity with research results in the major content areas of counseling psychology.
3. Ability to critique and design research studies.
4. Ability to present research findings publicly.

Multicultural Statement: The Counseling Psychology Program is committed to creating a multicultural training environment, which is broadly defined as a place where individuals' diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others' worldviews throughout this course.

Format of Class:

Typically, we will divide the class into two parts. In the first part, we will generally discuss a reading. In the second part, students will present.

Requirements:

1. **Participation (20% of grade).** I expect you to attend every class (see below about absences) and be on time and have done **all** the readings ahead of time. Please bring at least 2 questions for discussion to each class. If for some very extraordinary and persuasively good reason you absolutely must miss or be late for class, please call and leave a message on my voice mail (301-405-2863) or email (dennisk@umd.edu).
2. **Discussion Leader (20% of grade).** Choose two or more articles, from a substantive/important area of counseling psychology, for everyone to read. Lead the discussion of these articles.
2. **Methodological Issues (20% of grade):** Present for 30 min on topic (choose from following possibilities or suggest another) during class. Use powerpoint. Make it both educational and entertaining.
 1. Philosophical issues underlying research
 2. Role of theory in research
 3. Strengths and weakness (e.g., sources of invalidity) of various experimental and non-experimental designs
 4. Reliability—types and importance
 5. Relevance versus rigor in research
 6. Cultural variables in research design and interpretation
 7. Statistical inference guidelines
 8. Sampling considerations
 9. Narrative literature reviews versus meta-analysis
 10. Statistical assumptions – normality, range restriction, outliers, independence of observations.
 11. Effect sizes for correlations, t-tests, ANOVAS, regression (meaning, how to determine)
 12. Clinical versus statistical significance
 13. Power analysis (meaning, how to determine)
 14. Moderators and mediators
 15. Main effects, interactions, mediators, moderators
 16. Dyadic and group data analysis
 17. Social Relations Analysis
 18. Truth and Bias Analysis
 19. Actor-partner analyses
 20. Between-person and within-person analyses
 21. Multi-trait multi-method matrix

22. Qualitative research methods

3. Concept proposal (20% of grade): you will present the rationale and the background for a study (hopefully your dissertation). You should address questions such as: What problem am I interested in studying and why? What are the gaps in the literature? What will my study add to the literature? You will NOT talk about the methods you will use to answer these questions. You will have 30 min for your presentation and 30 min for the class to give you feedback. Use powerpoint.

4. Methods proposal (20% of grade). Here the key questions are: How will I operationalize my key constructs? What design will I use? How well is my design tied to my research questions? How will I conduct the study? Present information about parts of the design (participants, measures, procedures). What are the limitations of this design? Is it feasible to do this study for a dissertation? You will have 30 min for your presentation and 30 min for the class to give you feedback. You MUST stick to these time limits. Use powerpoint.

Disability Accommodations: If you have a documented disability and would like me to consider special accommodations, please let me know by the third week of the semester.

Religious Observances: The University's policy provides that students should not be penalized for observances of their religious beliefs. Thus, you may be excused from class due to religious observances but please tell me at the beginning of the semester and we will work together on a schedule for you to make up missed academic assignments.

Incomplete Policy: I do not give incompletes except in extremely extraordinarily rare circumstances. Arrangements must be made before the last day of class and will only be given to students who have been doing passing work in the class.

Academic Integrity: Academic dishonesty is a corrosive force in the academic life of a university. As an academic community, UMD is committed to the principles of truth and academic integrity. UMD has a nationally recognized Honor Code that you are expected to adhere to. You will be expected to sign each graded assigned to show that you have adhered to the Honor Code and have completed the assignment on your own.

Attendance. University policy allows that a single absence due to injury or illness will be excused with a written signed letter attesting to the date of the illness or injury and acknowledging that the information is true. Multiple absences require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must specify the dates of treatment and the time period during which you were unable to meet the academic responsibilities. Accommodations for absences will be arranged on a case-by-case basis.

Inclement Weather or Campus Emergency: If the university is closed due to inclement weather or a campus emergency (you can find this out by looking at the campus website <http://www.umd.edu/> or the snow phone line 301-405-SNOW), class will be cancelled. Assignments due on the day the university is closed will be due the next class period. In the event that the campus is closed for an extended period of time due to emergency, students will be notified by email regarding how the course will be continued or completed. Please make sure that I have your current email address.

Course Evaluation: Your feedback about this course is very important to me. Please complete the **CourseEvalUM** by going directly to www.courseevalum.umd.edu.

Tentative 691 Schedule

<u>Date</u>	<u>Topic</u>
1-28	Introduction
2-4	Readings on Counseling Outcome: Jesse J. Owen, Jill Adelson, Stephanie Budge, Stephen M. Kopta & Robert J. Reese (2014): Good enough level and dose-effect models: Variation among outcomes and therapists, Psychotherapy Research, DOI:10.1080/10503307.2014.966346 Owen, J., Adelson, J., Budge, S., Wampold, B., Kopta, M., Minami, T., & Miller, S. (2015). Trajectories of change in psychotherapy. <i>Journal Of Clinical Psychology</i> , 71(9), 817-827. doi:10.1002/jclp.22191 Lambert, M. J. (2015). Progress feedback and the OQ-system: The past and the future. <i>Psychotherapy</i> , 52(4), 381-390. doi:10.1037/pst0000027 2 Method issues presentations: Lee – Philosophical issues and Carly - Clinical versus statistical
2-11	Readings on the Therapeutic Relationship Gelso, C. (2014). A tripartite model of the therapeutic relationship: Theory, research, and practice. <i>Psychotherapy Research</i> , 24(2), 117-131. doi:10.1080/10503307.2013.845920 Kivlighan, D. J., Hill, C. E., Gelso, C. J., & Baumann, E. (2015). Working Alliance, Real Relationship, Session Quality, and Client Improvement in Psychodynamic Psychotherapy: A Longitudinal Actor Partner Interdependence Model. <i>Journal Of Counseling Psychology</i> , doi:10.1037/cou0000134
23.	2 Method issues presentations: Lizzie - Qualitative; Jamie – T&B
2-18	Reading on Cultural Competence Imel, Z. E., Baldwin, S., Atkins, D. C., Owen, J., Baardseth, T., & Wampold, B. E. (2011). Racial/ethnic disparities in therapist effectiveness: A conceptualization and initial study of cultural competence. <i>Journal Of Counseling Psychology</i> , 58(3), 290-298. doi:10.1037/a0023284 Dillon, F. R., Odera, L., Fons-Scheyd, A., Sheu, H., Ebersole, R. C., & Spanierman, L. B. (2016). A dyadic study of multicultural counseling competence. <i>Journal Of Counseling Psychology</i> , 63(1), 57-66. doi:10.1037/cou0000118 Hook, J. N., Davis, D. E., Owen, J., Worthington, E. J., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. <i>Journal Of Counseling Psychology</i> , 60(3), 353- 366. doi:10.1037/a0032595 2 Method issues presentations: Monica – Theory; Aylin – Experimenter effects
2-25	NO CLASS
3-3	Readings of Counselor Development Owen, J., Wampold, B. E., Kopta, M., Rousmaniere, T., & Miller, S. D. (2016). As good as it gets? Therapy outcomes of trainees over time. <i>Journal Of Counseling Psychology</i> , 63(1), 12-19. doi:10.1037/cou0000112 Goldberg, S. B., Rousmaniere, T., Miller, S. D., Whipple, J., Nielsen, S. L., Hoyt, W. T., & Wampold, B. E. (2016). Do psychotherapists improve with time and experience? A longitudinal analysis of outcomes in a clinical setting. <i>Journal Of Counseling Psychology</i> , 63(1), 1-11. doi:10.1037/cou0000131

Hill, C. E., Baumann, E., Shafran, N., Gupta, S., Morrison, A., Rojas, A. P., & ... Gelso, C. J. (2015). Is training effective? A study of counseling psychology doctoral trainees in a psychodynamic/interpersonal training clinic. *Journal Of Counseling Psychology*, 62(2), 184-201. doi:10.1037/cou0000053

2 Method issues presentations: Nancy – Sampling; Xu – Between and Within

- 3-10 Reading:
2 Concept proposals: Aylin and Lee
- 3-17 SPRING BREAK
- 3-24 Reading:
2 Concept proposals: Monica and Jamie
- 3-31 Reading:
2 Concept proposals: Nancy and Lizzie
- 4-7 Reading:
2 Concept proposals: Carly and Xu
- 4-14 Reading:
2 Methods proposals: Xu and Nancy
- 4-21 Reading:
2 Methods proposals: Jamie and Monica
- 4-28 Readings:
2 Methods proposals: Aylin and Lee
- 5-5 Readings:
2 Methods proposals: Carly and Lizzie
- 5-12 Comps preparation (Invite Matt to come in)
- 5-19 Final consultation on dissertations and class wrap-up