



Contents

Preface xvi

Part 1 PHILOSOPHICAL, ETHICAL, TRAINING, AND PROFESSIONAL ISSUES 1

Chapter 1 **Philosophies of Science and Counseling: Why Science Matters to Counseling** 2

Sources of Knowledge 4

Science as a Way of Knowing 4

Philosophical Foundations of Human Behavior 6

Positivism 6

Postpositivism 7

Constructivism 8

Critical Theory 9

Summary of the Philosophical Foundations 10

Scientific Method as Applied to Counseling and Counseling Psychology 10

The Role of Theory in the Counseling Profession 12

Theory-Driven Research 12

Theory-Driven Practice 13

Science and Practice Integration 14

The Role of Scientific and Critical Thinking 15

Summary and Conclusions 16

Chapter 2 **Research Training: Joys and Challenges** 18

Science and Practice 19

The Scientist-Practitioner Model 19

Evidence-Based Practice 20

Science and Practice Training 22

Joys and Challenges in Acquiring Research Competencies 23

A Model for Research Training 32

	<i>Constructs of the Model</i>	33
	<i>Testing the Model</i>	41
	<i>Research Competence: The Missing Construct</i>	41
	The Need to Broaden Scientific Training	42
	<i>Training in Basic Scientific Thinking Skills</i>	42
	<i>Training in Basic Research Application Skills</i>	44
	Summary and Conclusions	44
	Stimulus Questions	47
Chapter 3	Ethics in Counseling Research: Being and Doing Right	48
	Fundamental Ethical Principles	49
	<i>Nonmaleficence</i>	49
	<i>Beneficence</i>	50
	<i>Autonomy</i>	51
	<i>Justice</i>	51
	<i>Fidelity/Veracity</i>	52
	Ethical Issues Related to Scholarly Work	52
	Execution of the Research Study	53
	Reporting the Results	54
	Duplicate and Piecemeal Publication	56
	Publication Credit	57
	Plagiarism	61
	Ethical Issues Related to Participants	62
	Risks and Benefits	64
	Informed Consent	67
	Deception and Debriefing	71
	Confidentiality and Privacy	72
	Treatment Issues	76
	Responding to Ethical Dilemmas	77
	Summary and Conclusions	82
	Stimulus Questions	83
Chapter 4	Professional Writing: A Critical Skill for Scientists and Practitioners	84
	Why We Write	85
	Writing Challenges and Strategies	85
	Writing a Research Report	87
	<i>Title</i>	88
	<i>Abstract</i>	88
	<i>Introduction</i>	89
	<i>Method</i>	90

	Results	94
	Discussion	96
	General Principles for Writing Research Reports	97
	<i>Principle 1: Be Informative</i>	97
	<i>Principle 2: Be Forthright</i>	98
	<i>Principle 3: Do Not Overstate or Exaggerate</i>	98
	<i>Principle 4: Be Logical and Organized</i>	98
	Manuscript Submission Process	99
	Summary and Conclusions	100
	Stimulus Exercise	100
Part 2	GETTING STARTED: ESTABLISHING THE FOUNDATION FOR A STUDY	103
Chapter 5	Identifying Interests and Operationalizing Topics: Forget That Perfect Study	104
	Identifying Research Topics	105
	Specifying Research Questions and Hypotheses	110
	Formulating Operational Definitions	114
	Identifying Research Variables	115
	Collecting and Analyzing Data	116
	Summary and Conclusions	117
	Stimulus Questions	117
Chapter 6	Choosing Research Designs: Balancing Ideals and Realities	118
	Scientific Inquiry and Research Design	118
	The Research Design Myth	119
	Classifying Research Designs	121
	Experimental Control and Generalizability	122
	<i>Experimental Control</i>	122
	<i>Generalizability</i>	123
	A Classification of Research Designs	124
	<i>Descriptive Laboratory Studies</i>	124
	<i>Descriptive Field Studies</i>	126
	<i>Experimental Laboratory Studies</i>	127
	<i>Experimental Field Studies</i>	128
	On Choosing a Research Design	128
	Factor 1: Existing Knowledge Pertaining to the Specific Research Question	129
	Factor 2: Inferences Made to Develop Existing Knowledge Base via Research Design	130

	Factor 3: Resources and Costs Associated with Research Designs	130
	Factor 4: Threats to the Validity of a Specific Design	131
	Factor 5: Match or Fit among Factors 1–4	132
	The Importance of Methodological Diversity	133
	Summary and Conclusions	134
	Stimulus Questions	135
Chapter 7	Validity Issues in Research: The Heart of It All	137
	Four Types of Validity and the Threats to Each	137
	Overview of the Types of Validity	140
	Threats to Statistical Conclusion Validity	141
	Threats to Internal Validity	146
	Threats to Construct Validity	153
	Threats to External Validity	160
	Summary and Conclusions	163
	Stimulus Questions	164
Chapter 8	Population Issues: Who We Study Matters!	165
	Sampling Theory	165
	Practical Considerations in Selecting Participants	170
	Defining the Target Population	170
	Creating a Participant Pool	172
	Selecting Participants	173
	Establishing Validity in the Absence of Random Selection	173
	Determining the Number of Participants	176
	External Validity and Population Issues	179
	Use of Factorial Designs to Study External Validity	179
	Considerations in Examining Generalizability across Populations	181
	Summary and Conclusions	185
	Stimulus Questions	186
Chapter 9	Diverse Perspectives: Conceptual and Methodological Considerations	187
	Operationalizing Multicultural Variables	189
	Race, Ethnicity, and Culture	190
	Sex, Gender, Sexuality, and Sexual Orientation	192
	Social Class, Socioeconomic Status (SES), and Social Status	194
	Research Design Considerations	195
	Theory-Driven versus Descriptive Research	196
	Distal versus Proximal Explanations	198
	Moderator and Mediator Variables	200
	Threats to Internal Validity	201

Chapter 9	Methodological Challenges: Cultural Considerations Throughout the Investigation	204
	Conceptualizing the Research Question	204
	Choosing Appropriate Research Designs to Fit the Target Population	207
	Sampling, Recruitment, and Data Collection Issues	209
	Measurement Issues	214
	Interpretation/Discussion of the Findings	216
	Summary and Conclusions	218
	Stimulus Questions	219
Chapter 10	Scale Construction: A Most Fundamental Tool	220
	Seven Common Myths on Scale Construction	221
	Myth 1: Item Construction Can Be Done in a Few Weeks	221
	Myth 2: Items Can Be Easily Constructed without an Extensive Literature Review	221
	Myth 3: Use a Convenience Sample Whenever Possible	222
	Myth 4: Factor Analysis Alone Provides Sufficient Evidence of the Scale's Validity	222
	Myth 5: A Scale with Strong Psychometric Properties Developed in a Western Culture Is Universally Valid	223
	Myth 6: A Literal Translation Ensures Linguistic and Cultural Equivalence	224
	Myth 7: Structural Elements of a Scale, Such as a Likert Rating Scale, Are Universal across Cultures	224
	Steps of Scale Construction	225
	Step 1: Conceptualizing and Operationalizing the Construct of Interest	226
	Step 2: Conducting the Literature Review	226
	Step 3: Generating the Items, Indicators, and Response Formats	227
	Step 4: Conducting Content Analysis and Pilot Testing, Revising, and Administering the Items	229
	Step 5: Sampling and Data Collection	230
	Step 6: Translating and Back-Translating the Scale, If Necessary	230
	Step 7: Finalizing Items and Optimizing Scale Length	231
	Step 8: Testing the Psychometric Properties of the Scale	233
	Step 9: Advanced Item Evaluation or Refinement of the Scale	235
	Summary and Conclusions	238
	Stimulus Questions	239
Part 3	MAJOR DESIGNS	241
Chapter 11	True Experimental Designs: The Power of Between-Groups and Within-Subjects Designs	242
	Participant Assignment	244
	Between-Groups Designs	245
	Two Common Experimental Between-Groups Designs	245

	Use of Control Groups	251
	Factorial Designs	253
	Dependent Samples Designs	255
	Within-Subjects Designs	257
	Crossover Designs	257
	Strengths and Limitations	260
	Summary and Conclusions	261
	Stimulus Questions	262
Chapter 12	Quasi-Experimental and Longitudinal Designs: Examining Relationships in Applied Setting	264
	Historical Perspective and Overview	265
	Considerations for Selecting Quasi-Experimental Designs	266
	Cost	266
	Selection of Participants	267
	Ethical Considerations	268
	Unavailability of Appropriate Control Groups	269
	Nonequivalent Groups Designs	270
	Uninterpretable Nonequivalent Groups Designs	270
	Interpretable Nonequivalent Groups Designs	272
	Cohort Designs	277
	Time-Series Designs	279
	Simple Interrupted Time Series	280
	Interrupted Time Series with Nonequivalent Dependent Variables	281
	Designs Examining Analysis of Concomitance in Time Series	283
	An Example of a Time-Series Design in Counseling Research	283
	Summary and Conclusions	284
	Stimulus Questions	285
Chapter 13	Quantitative Descriptive Designs: Describing, Explaining, and Predicting Phenomenon	286
	Survey or Epidemiological Research Designs	288
	An Example of Survey Research	289
	Design Issues in Surveys	290
	Variable-Centered Correlational Research Designs	295
	Simple Correlations	295
	Multiple Regression	297
	Testing for Moderation and Mediation	300
	Person-Centered Research Designs	306
	Cluster Analysis	306
	Latent Class/Profile Analysis	308
	Growth Mixture Modeling	310
	Summary and Conclusions	311
	Stimulus Questions	312

Chapter 14	Analogue Research: Maximizing Experimental Control	314
	Historical Overview	314
	Examples of Analogue Studies	316
	Advantages of Analogue Research	318
	Disadvantages of Analogue Research	319
	Variables to Consider in Evaluating the Generalizability of Analogue Studies	320
	Client Variables	323
	Counselor Variables	324
	Counseling Process and Setting	326
	Creating Analogue Studies that More Closely Resemble Real Life	327
	Evaluating Analogue Utility within an Existing Knowledge Base	327
	Summary and Conclusions	329
	Stimulus Questions	330
Chapter 15	Single-Subject Designs: Learning from the Richness of a Sample Size of 1	331
	A Historical Perspective of Single-Subject Designs	333
	The Uncontrolled Case Study Versus the Intensive Single-Subject Quantitative Design	335
	Single-Subject Experimental Designs	338
	Common Features of Single-Subject Experimental Designs	338
	Multiple-Baseline Designs	345
	Advantages and Limitations of Single-Subject Designs	348
	Advantages of Single-Subject Designs	349
	Limitations of Single-Subject Designs	353
	Summary and Conclusions	354
	Stimulus Questions	355
Chapter 16	Qualitative Research: Complexities and Richness from Digging Deeper	357
	What Is Qualitative Research?	357
	Myths and Facts About Qualitative Research	359
	Qualitative Methods and Counseling Research	360
	Phases of the Qualitative Research Process	361
	Phase 1: The Researcher as a Multicultural Subject	362
	Phase 2: Theoretical (or Interpretive) Paradigms and Perspectives	364
	Phase 3: Strategies of Inquiry and Interpretive Paradigms	366
	Phase 4: Methods of Data Collection and Analysis	367
	Phase 5: The Art, Practices, and Politics of Interpretation and Evaluation	376
	Four Examples of Qualitative Research Strategies of Inquiry	381
	Grounded Theory	381

	Phenomenology	388
	Consensual Qualitative Research	393
	Participatory Action Research (PAR)/Community-Based Participatory Research (CBPR)	402
	Summary and Conclusions	405
	Stimulus Questions	405
Chapter 17	Mixed Methods Designs: When Qualitative and Quantitative Designs Meet	407
	Defining Mixed Methods Research	408
	Benefits and Challenges Associated with Mixed Methods Designs	409
	Benefits of Conducting Mixed Methods Research	409
	Challenges in Conducting Mixed Methods Research	410
	When to Use Mixed Methods Research Designs	412
	To Initiate, Develop, and Refine the Ability to Address Emerging Research Questions	412
	To Complement, Extend, or Expand Knowledge	413
	Phases for Conducting Mixed Methods Research	414
	Phase 1: Identify the Research Problem, Question, and Purpose	415
	Phase 2: Articulate the Rationale for Using Mixed Methods	415
	Phase 3: Determine the Paradigm That Will Guide the Study	415
	Phase 4: Determine the Mixed Methods Design	417
	Phase 5: Evaluate the Study and Prepare for Dissemination	419
	Examples of Mixed Methods Research in Counseling and Counseling Psychology	422
	Summary and Conclusions	424
	Stimulus Questions	424
Part 4	METHODOLOGICAL ISSUES	425
Chapter 18	The Independent Variable: The Drivers of the Study	426
	Operationalizing the Independent Variable	427
	Determining Conditions	427
	Adequately Reflecting the Constructs of Interest	428
	Limiting Differences between Conditions	430
	Establishing the Salience of Differences in Conditions	432
	Manipulation Checks	433
	Interpreting Results	435
	Statistically Significant Results	435
	Statistically Nonsignificant Results	436
	Status Variables	437
	Summary and Conclusions	439
	Stimulus Questions	440

Chapter 19	The Dependent Variable: Skillfully Measuring Intended Outcomes	441
	Operationalizing the Dependent Variable	442
	Psychometric Issues	443
	Reliability	443
	Random Response Error	444
	Specific Error	445
	Transient Error	446
	Interrater Disagreement	446
	Scoring and Recording Errors	447
	Compounding Errors	447
	Interpreting Reliability Estimates	448
	Benchmarks for Evaluating Reliability	449
	Calculating Estimates of Reliability	450
	Effects of Unreliability on Relationships among Variables	452
	Validity	454
	Multiple Measures of a Construct to Improve Construct Validity	456
	Removing Method Variance	460
	Reactivity	463
	Procedural Considerations	464
	Methods of Data Collection	465
	Self-Reports	466
	Ratings of Other Persons and Events	468
	Behavioral Observations	469
	Physiological Indexes	470
	Interviews	471
	Projective Techniques	472
	Unobtrusive Measures	472
	Summary and Conclusions	473
	Stimulus Questions	475
Chapter 20	Counseling Outcome Research: Does Counseling Work?	476
	Early Outcome Research in Counseling	476
	Strategies for Conducting Outcome Research	478
	The Treatment Package Strategy	478
	The Dismantling Strategy	480
	The Additive Strategy	481
	The Parametric Strategy	481
	The "Common Factor" Control Group	482
	The Comparative Outcome Strategy	484
	The Moderation Design	485
	Methodological Issues in Conducting Outcome Research	486
	Inclusion and Exclusion Criteria	486

	Assessing Treatment Integrity: Adherence, Competence, and Differentiation	486
	Measuring Change	489
	Counselor Effects	495
	Summary and Conclusions	497
	Stimulus Questions	497
Chapter 21	Process Research: The How's and Why's That Make Counseling Work	498
	Defining Counseling Process Research	498
	Early Process Research	500
	Methodological Issues in Process Research	501
	Where to Start	501
	What to Measure?	502
	Whose Perspective?	504
	How Much to Measure?	505
	Research Designs in Process Research	506
	Quantitative Counseling Process Designs	507
	Correlational Counseling Process Designs	510
	Longitudinal Counseling Process Designs	516
	Qualitative Counseling Process Designs	517
	Research Design Meets Data Analysis	518
	Summary and Conclusions	522
	Stimulus Questions	523
Chapter 22	Program Evaluation: Applying Science and Practice to Real Life	524
	Program Evaluation Described	524
	Phases of Program Evaluation	527
	Phase 1: Setting the Evaluation's Boundaries	528
	Phase 2: Selecting Appropriate Evaluation Methods	532
	Phase 3: Collecting and Analyzing Information	545
	Phase 4: Reporting the Evaluation's Findings and Disseminating the Report	548
	Concluding the Evaluation	551
	Summary and Conclusions	552
	Stimulus Questions	553

Chapter 23 Bias: Error Variances from Investigators, Experimenters, and Participants 554

Investigator and Experimenter Bias 555

Experimenter Attributes 558

Investigator and Experimenter Expectancies 559

Experimental Design and Procedures 562

Participant Bias 567

Demand Characteristics 567

Participant Characteristics 569

Participants' Ability to Report Their Experiences 571

Strategies for Reducing Participant Bias 572

Summary and Conclusions 575

Stimulus Questions 576

References 577

Author Index 611

Subject Index 616