

CPSE 750 – Advanced Research Theory and Methods

Fall 2013

Section 001: 355 MCKB on Thursday from 12:00 pm - 2:50 pm

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Course Information

Description

This is an advanced course in counseling research design and methodology. The course will explore rationales and methods for developing a more adequate evidence-base in the field of counseling psychology. Ethical issues in research will be studied. Contributions of eminent psychotherapy researchers to our field will be explored. Enduring philosophical and methodological problems in behavioral science research will also be examined.

Textbooks

Item

Developing and Delivering Practice-Based Evidence: A Guide for the Psychological Therapies Required by Michael Barkham, Gillian E. Hardy, & John Mellor-Clark Wiley-Blackwell: West Sussex, UK PO19 8SQ1st edition1346292600 ISBN: 978-0-470-03234-3 This book is available electronically through the BYU Library
BRINGING PSYCHOTHERAPY RESEARCH TO LIFE Required by L, CASTONGUAY, ISBN: 9781433807749

Prerequisites

CPSE 672 (Empirical Inquiry) or equivalent

Learning Outcomes

- **Research design and methodology**

Gain and demonstrate knowledge about research design and methodology as it pertains to Counseling Psychology and psychotherapy research as well as an appreciation for the role research plays in informing the practice of counseling.

- **Major research paradigms**

- Become familiar with some of the major research paradigms in counseling psychology and psychotherapy research (e.g., process research, outcome research, single-N research, etc.).

- **Enduring Problems in Behavioral science research**

- Understand ten enduring philosophical and methodological problems in behavioral science research and their implications for researchers and practitioners.

- **Toward a spiritual strategy for psychological science**
Understand characteristics of a spiritual strategy for behavioral science research that is more adequate for the study of human beings and spiritual realities.

Classroom Procedures

A central purpose of this course is for students to gain and demonstrate knowledge about research design and methodology as it pertains to counseling psychology and psychotherapy research as well as an appreciation for the role research plays in informing the practice of counseling. We assume that you have already acquired basic research and statistical knowledge and skills from previous classes and experiences. We will read textbooks about how to conduct practice-based research in order to contribute to the evidence-base in counseling psychology and evaluate and monitor the effectiveness of our clinical practices. We will also read a textbook about eminent psychotherapy researchers in order to gain a historical perspective of research in our field. The class will be conducted in a manner that encourages interaction and critical thinking. The class time will consist of several different activities. We will spend some of our time discussing textbook and supplemental readings. We will also discuss a number of “critical issues in behavioral science research” to help you understand some of the major challenges and problems with research in our field. We will also discuss how a theistic spiritual strategy could enhance psychological science. I will also illustrate the application, challenges, and benefits of some of the major research paradigms and methodologies with concrete examples (I like to call them “research stories”) from my own research projects, as well as from other researchers.

Schedule

Date	Readings Due/Discussion	Critical Issue Discussions	Research Stories
Th – Sep 4	Syllabus; Dissertation; Becoming a scientist-practitioner; Methodological pluralism	Slife & Gantt (1999)	
Th - Sep 11	Richards & Bergin (2005) Chp. 12; O’Grady & Richards (2011)	Critical Issues: Problems of Conflicting Philosophies (Modernism/Postmodernism; Naturalism/Theism); Scientific Theism as an Alternative Leader: Dr. Richards	Presentation about psychotherapy researcher (Allen E. Bergin) Presenter: Dr. Richards
Th - Sep 18	Barkham Chp. 1	Critical Issues: Problem of the Research-Practice Gap Leader: Rachael Critical Issues: Problems with the Empirically Supported Treatment Movement Leader: Ben	Presentation about psychotherapy researcher Presenter: Mike

Date	Readings Due/Discussion	Critical Issue Discussions	Research Stories
Th - Sep 25	Barkham Chp 2	No class: Work on Dissertation Project (Due next week)	
Th – Oct 2	Barkham Chp 3	Critical Issues: Problems with Psychological Measurement Leader: Mike	Research story and critique: Religious bias in moral development research
Th – Oct 9	Barkham Chp 4	Critical Issues: Problems with Random Sampling and Generalizability Leader: Ofa	Presentation about psychotherapy researcher Presenter: Rachael
Th - Oct 16	Barkham Chp 5	Critical Issues: Problems with Statistical Hypothesis Testing and Theory Falsification Leader: Amy	Research story and critique: Comparative effectiveness study with eating disorder patients
Th - Oct 23	Barkham Chp 6	Critical issues: Problems with the Peer Review Process and Scientific Publishing Leader: Hannah	Presentation about psychotherapy researcher Presenter: Ofa
Th - Oct 30	Barkham Chp 7	Critical Issues: Problems with Bias, Politics, and Fraud in Research Leader: Dr. Richards	Research story and critique: Spiritual interventions in psychotherapy practice survey AND Qualitative study of thirteen experienced LDS psychotherapists
Th – Nov 6	Barkham Chp 8	A Spiritual Strategy for Psychological Science Leader: Rachael/Amy	Presentation about Psychotherapy Researcher Presenter: Ben
Th – Nov 13	Barkham Chp 9	A Spiritual Strategy for Psychological Science Leader: Ben	Research story: Practice-based evidence research study at BYU-I

Date	Readings Due/Discussion	Critical Issue Discussions	Research Stories
Th - Nov 20	Barkham Chp 10	A Spiritual Strategy for Psychological Science Leader: Ofa	Presentation about Psychotherapy Researcher Presenter: Hannah
Th - Nov 27	Thanksgiving Holiday		
Th - Dec 4	Barkham Chp 11	A Spiritual Strategy for Psychological Science Leader: Hannah	Research story and critique: Intensive Single N Case Study
Th - Dec 11	Barkham Chp 12 Barkham Chp 13	A Spiritual Strategy for Psychological Science Leader: Mike	Presentation about Psychotherapy Researcher Presenter: Amy

Assignments

Class Presentation on Barkham Textbook Chapters

You are required to complete all of the assigned readings in the textbooks by the due date assigned so that you will be fully prepared to discuss the readings and consult with me and your classmates about the most challenging concepts during class. Please keep a log of when you complete your readings so that you can document you completed them in a timely manner. You are also required to participate in class discussions each week about the Barkham et al. (2010) textbook. To prepare for these discussions, you are required to write a brief (2-page) reaction paper to each chapter. In your reaction papers, you should summarize the main points of the chapter, raise questions about challenging concepts, and offer your critique of the main ideas in the chapter. You can earn 40% toward your final grade by reading all of the textbook chapters on time, writing reaction papers for each chapter, and participating effectively in the class discussions about the chapters.

Readings and Class Presentation about an Eminent Psychotherapy Researcher

You are each required to read about 5 different eminent psychotherapy researchers in the Castonguay et al. (2010) textbook. You are also required to select one of these eminent psychotherapy researchers and make a class presentation about this researcher. You will be given up to 40 minutes for your presentation. In preparing for the presentation you should go beyond what the textbook contains about that researchers by doing some research in the library and internet to more fully understand and appreciate this researcher's life and scholarly work. I recommend that you include in your presentation a more in-depth discussion about a specific research study or scholarly article written by this researcher. I will share more information about my expectations for this assignment during class time. Reading 5 chapters and completing the presentation in a satisfactory manner will be worth an additional 15% toward your final grade.

Proposal for "A Spiritual Strategy for Psychological Science"

During the past 20 years as I have taught graduate courses in research methodology (both quantitative and qualitative) to students preparing for careers in psychology, I have become acutely and painfully aware of the philosophical and methodological limitations of science for the study of human beings. In the

“Critical Issues” portion of our class, we will discuss 10 enduring problems in social science research, including (1) incompatibilities between modernistic and postmodern philosophies of science; (2) limitations of scientific naturalism; (3) values, bias, and fraud in science; (4) resistance of educational and social science theories to falsification; (5) problems with the peer review and publication process; (6) problems in sampling and generalizability; (7) problems in statistical hypothesis testing; (8) problems in educational and psychological measurement; (9) the internal versus external validity tradeoff problem; and (10) problems with the evidence-based practice movement. In the second part of the semester, we will turn our attention to discussing how spiritual perspectives could inform and enhance psychological science. Some possibilities we will discuss, but not all that we will discuss, include: (1) cultivating humility as researchers and scientists; (2) being open to a pluralism of epistemologies and methodologies; (3) encouraging and supporting interdisciplinary expertise and collaboration; (4) affirming the role of creativity, intuition, and inspiration in the scientific process; and (5) using measuring instruments and other methodologies that are open to spiritual realities. We will each be responsible for making presentations and leading discussions (probably 2 each) about a critical issue in the field and about how bringing spiritual perspectives into psychological science might enhance research in our field. The presentations you (and I) make will contribute to a proposal that we submit to the Program Chair for the 2015 Society for the Psychology and Spirituality division of the American Psychological Association that will be held at BYU on March 27 & 28, 2015.

Class Attendance and Participation

Punctuality, attendance, and positive participation in classes is required. Class attendance and participation is worth 15% of your final grade.

Dissertation Project

In consultation with your committee chair or advisor, you are required to develop a written plan to complete a significant portion of your dissertation this semester. **Your written plan is due to me by 10 p.m. on Thursday October 2nd.** You will be given opportunities to report on your progress during class time. If you accomplish your dissertation project by the end of the semester you will receive 10% toward your final grade. I will provide more information about my expectations for the dissertation project, as well as information about the dissertation process, during class time.

Point Breakdown

Assignments	Percent of Grade
Reading and Reaction Papers for Barkham Textbook Chapters	40%
Critical Issue and Spiritual Strategy Discussion	20%
Readings and Class Presentation about an Eminent Psychotherapy Researcher	15%
Dissertation Project	10%
Class Attendance and Participation	15%

Grading Scale

Grade	Percent
A	93% to 100%
A-	90% to 92%

B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the

words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Laptop Computer and Electronics Use Policy

You are NOT allowed to turn on or open a laptop computer during class time, except if you need it to make a presentation to the class, or unless the instructor has given you approval for specific purposes. Full and effective participation in discussions and experiential activities is essential for learning and success in this course and I have found that laptop computers and other electronic devices (e.g., cell phones) can seriously detract from the quality of class participation and interaction. In addition, I consider it respectful to give your classmates and instructor your full and undivided attention when they are presenting or sharing their ideas during class, and once again, laptop computers and other electronic devices can get in the way of this. Anyone who violates the policy will lose 5% off their total score for each infraction.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010