

CPSE 750 – Advanced Research Theory and Methods
Fall 2017
Section 001: 343 MCKB
Thursday from 12:00 pm - 2:50 pm

Instructor Names: P. Scott Richards, PhD and Peter W. Sanders, PhD
Office Phone: 801-422-4868 **Office Location:** 269 MCKB
Email: scott_richards@byu.edu and pwsanders7@gmail.com
Office Hours: Thurs 11:00 am to 12:00 pm or by appointment

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 (2010) by Michael Barkham, Gillian E. Hardy, & John Mellor-Clark Wiley-Blackwell: West Sussex, UK This book is available electronically through the BYU Library
The Great Psychotherapy Debate: The Evidence for What Makes Psychotherapy Work (2015) By Bruce Wampold and Zac E. Imel Routledge, New York, NY. This book is available for order on Amazon.com
Feedback Informed Treatment in Clinical Practice: Reaching for Excellence (2017) By Prescott, D. S., Maeschalck, C. L., & Miller, S. D. American Psychological Association: Washington, DC This book is available through APA Books (www.apa.org)

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 human and spiritually open psychological science**
Understand characteristics of behavioral science research that is more adequate for the study of human beings and spiritual realities.
- **Integrate research into clinical practice**
Gain conceptual understanding and practical skill in implementing empirically-based feedback procedures into clinical work.

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 selections from 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 book about the history of psychotherapy research 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 engage in experiential activities to help you learn how to actually implement practice-based evidence methodologies in your own practice and supervision in order to increase and document your effectiveness as a clinician.

Schedule

Date	Readings Due/Discussion	Critical Issue Discussions	Experiential Activities & Student Presentations
Th – Sep 7		Syllabus review; Dissertations; Becoming a scientist-practitioner	
Th - Sep 14	Slife & Gantt (1999)	Critical Issues: Conflicting Assumptions of Modernism & Postmodernism); Methodological pluralism	Video of Brent Slife at 2012 think tank
Th - Sep 21	Richards & Bergin (2005) Chp. 12; Slife and Reber, 2009; Reber, Slife, & Downs, 2012	Critical Issues; Orthodoxy and Limitations of Scientism and Scientific Naturalism; Possible contributions of a Theistic Science	<i>The Great Psychotherapy Debate</i> Presenter: Bango
Sep 28	Barkham Chp 2	Critical Issues: Problem of the Research-Practice Gap	<i>The Great Psychotherapy Debate</i> Presenter: Jason

Date	Readings Due/Discussion	Critical Issue Discussions	Experiential Activities & Student Presentations
Oct 5	Castonguay et al. (2013)	Critical Issues: Problems with the Empirically Supported Treatment Movement	<i>The Great Psychotherapy Debate</i> Presenter: Connor
Oct 12	Barkham Chp 6	Critical Issues: Problems with the resistance of social science theories to falsification	<i>The Great Psychotherapy Debate</i> Presenter: Adam
Oct 19	Barkham Chp 9	Critical Issues: Internal versus External Validity tradeoff problem	<i>The Great Psychotherapy Debate</i> Presenter: Jared
Oct 26	Barkham Chp 12	Critical Issues: Problems with Psychological Measurement	<i>The Great Psychotherapy Debate</i> Presenter: Richards & Sanders
Nov 2	Prescott Chp 1	Critical Issues: Problems with Statistical Hypothesis Testing	Training in ROM and PBE methods for clinical practice
Nov 9	Prescott Chp 2	Critical Issues: Problems with Random Sampling and Generalizability	Training in ROM and PBE methods for clinical practice
Nov 16	Prescott Chp 3	Critical issues: Problems with the Peer Review Process and Scientific Publishing	Training in ROM and PBE methods for clinical practice
Nov 23	Thanksgiving Holiday		
Nov 30	Prescott Chp 4	Critical Issues: Problems with Journal Rankings and Prestige/Impact Estimates	Training in ROM and PBE methods for clinical practice

Date	Readings Due/Discussion	Critical Issue Discussions	Experiential Activities & Student Presentations
Dec 7	Prescott Chp 5	Critical Issues: Problems with Bias, Politics, and Fraud in Research	Training in ROM and PBE methods for clinical practice
Dec 14	Prescott Chp 16	Critical Issues: Conclusions and Future Directions: Toward a Human and Spiritually Open Science	Training in ROM and PBE methods for clinical practice
Dec 16	Final Exam	11:00 a.m. - 2:00 p.m.	

Class Assignments/Learning Activities

Reading for Barkham and Prescott Textbook Chapters

You are required to complete all of the assigned readings in the textbooks and supplemental readings 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. We will keep a log of which of the textbook and supplemental readings you complete on time. You are also required to participate in class discussions each week about the Barkham and Prescott textbooks. You can earn 30% toward your final grade by reading all of the textbook chapters on time and participating effectively in the class discussions about the chapters.

Readings and Class Presentation about *The Great Psychotherapy Debate*

You are each required to read two chapters in *The Great Psychotherapy Debate* book. You are also required to make a class presentation about the two chapters you read. You will be given up to 40 minutes for your presentation. We will share more information about our expectations for this assignment during class time. Reading the two chapters and completing the presentation in a satisfactory manner will be worth an additional 20% toward your final grade.

Class Attendance and Participation

Punctuality, attendance, and positive participation in classes is required. Class attendance and participation is worth 20% of your final grade.

Final “Scientist Practitioner” Paper

You are required to write a final “position paper” where you share your thoughts about what role research will play in your professional identity and work. The position paper should explain how the textbook and supplemental readings, critical issues class discussions, and experiential activities have influenced your thinking about the role you anticipate research will play in your career. We will provide more information about our expectations for the final paper during class. The paper will count 20% toward your final grade.

Point Breakdown

Assignments	Percent of Grade
Reading Barkham and Prescott Textbook Chapters	30%
Final “scientist practitioner” paper	20%
Class Presentation about <i>The Great Psychotherapy Debate</i>	20%
Dissertation Project	10%
Class Attendance and Participation	20%

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