PSYCH 592A: Counseling Psychology Research Seminar
Spring 2012

Seminar Time: Fridays at 9:00 AM in W289 Lagomarcino Hall

Instructor: Dr. Patrick Ian Armstrong  e-mail: pia@iastate.edu
Office: W237 Lagomarcino Hall  phone: 294-8788
Office Hours: Wednesdays 1-4 pm or by appointment

Introduction

This seminar on research in Counseling Psychology is taught as an elective to doctoral students in Counseling Psychology. The course reflects the “Boulder Model” philosophy of the scientist-practitioner who has developed the critical analysis skills and knowledge of applied psychology to ground their work as clinicians and researchers. The current seminar format will promote the development of analytical skills used when evaluating research published in peer-reviewed journals. This format will also promote the development of communication skills used to disseminate an informed opinion of empirical research findings in academic (i.e., qualifying exams) and other professional settings.

Course Objectives

This course has two objectives. The first is to increase students capacity to evaluate current research in counseling psychology. The second is to increase students’ ability to effectively communicate their knowledge of this research in professional settings.

Course Texts and Readings


The majority of the course readings will be taken from recently published articles from peer-reviewed journals. Electronic versions will be available online through Blackboard.

Course Assignments

1. Reaction Papers. Students enrolled in this class are expected to complete the required readings each week (listed in the course reading list) and post a reaction “paper” of approximately 500 words (i.e., equivalent to two pages of double spaced type) on the discussion board in Blackboard. The purpose of these reaction papers is to develop the skills used for reviewing and critiquing empirical research. To be counted for course credit these reaction papers must be posed by 12:00 p.m. on the Wednesday of the week the material will be discussed in our Friday seminar.
2. **Group Facilitation of Discussions.** Students will take turns co-facilitating and the facilitating the group discussion of each seminar topic. The purpose of this course requirement is to develop skills used for managing the interaction of professional peers. On the week you are going to facilitate the discussion, you must meet with me before the seminar to discuss the key points and issues in the material, your planned outline for the seminar, and facilitation strategies.

3. **Discussion Participation.** Seminar classes will consist of a series of discussions among students (moderated by the instructor and different students each week) regarding the information contained in the readings, the merits of the research presented, the applicability to clinical practice, and your reactions to the response papers posted by other students in the class. The purpose of this course requirement is to develop professional communication skills.

4. **Additional Course Presentations.** An second important component of professional development associated with being a graduate student is the development of research ideas for the Master’s Thesis and Dissertation. Students in the seminar will take turns doing a brief presentation (30 minutes) on their research. This could involve presenting results of their Master’s Thesis, discussing ideas for their dissertation, or other research activities.

A second important component of professional development associated with becoming an effective Counseling Psychologist is to maintain appropriate self-care and other growth-related activities and interests. Students in the seminar will take turns doing a brief presentation on a current area of self-enhancement they are exploring.

**Course Evaluation**

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<th>Points</th>
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<tr>
<td>Reaction papers</td>
<td>30</td>
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<tr>
<td>Facilitation of Discussions</td>
<td>30</td>
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<tr>
<td>Discussion Participation</td>
<td>20</td>
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<td>Additional Presentations</td>
<td>20</td>
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<td><strong>Total</strong></td>
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Letter grades will be based on the percentage of total points accumulated by each student.

In general, to effectively participate in the course seminar, students are expected to have read the course readings and written a response paper for each topic area by the posted deadlines before the material is discussed in class. Attending the seminar to discuss your reactions and engage other students in a meaningful exchange about the material is also required each week.

Any deviations from course requirements and expectations must be negotiated with me, preferably in advance. If you have a documented disability and anticipate needing accommodations in this course, please request that a Disability Resources staff send a SAAR form verifying your disability and specifying the accommodation you will need.

Students are strongly encouraged to take advantage of office hours to discuss any questions and concerns they have about the evaluative process and requirements for this class.
# Course Schedule – Counseling Seminar Spring 2012

<table>
<thead>
<tr>
<th>Week</th>
<th>Date of Seminar</th>
<th>Nominal Topic</th>
<th>Facilitator(s)</th>
<th>Presentation(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>1-13</td>
<td>Introduction</td>
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<td>2</td>
<td>1-20</td>
<td>Statistical Inference</td>
<td>Patrick</td>
<td>Patrick</td>
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<td>3</td>
<td>1-27</td>
<td>Meta-Analysis</td>
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<td>4</td>
<td>2-03</td>
<td>Training and Supervision</td>
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<td>5</td>
<td>2-10</td>
<td>Therapy Process</td>
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<td>6</td>
<td>2-17</td>
<td>Therapeutic Alliance</td>
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<td>7</td>
<td>2-24</td>
<td>Multicultural Perspectives</td>
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<td>8</td>
<td>3-02</td>
<td>Self-Disclosure</td>
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<td>9</td>
<td>3-09</td>
<td>Group Interventions</td>
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<td>10</td>
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<td><strong>Spring Break</strong></td>
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<td>11</td>
<td>3-23</td>
<td>Outcome Research</td>
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<td>12</td>
<td>3-30</td>
<td>Program Evaluation</td>
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<td>13</td>
<td>4-06</td>
<td>ESTs</td>
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<td>14</td>
<td>4-13</td>
<td>Wampold Ch. 1-3</td>
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<td>16</td>
<td>4-27</td>
<td>Wampold Ch. 7-9</td>
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