Test Bank for Research Design in Counseling 4th Heppner

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CHAPTER 2: Research Training: Joys and Challenges

True/False Questions

1 The practitioner-scholar model places more emphasis on the training of practitioners than the scientist-practitioner model.

Answer: True

2. The clinical science model is similar to the scientist-practitioner model in theory, but places even more emphasis on science.

Answer: True

3. The importance of science in the psychology field has experienced a steep decline over the past few decades.

Answer: False

4. In evidence-based practice in psychology (EBPP), in addition to client characteristics, it is also important to consider the client's values, religious beliefs, worldviews, goals, and treatment preferences when determining the best available treatment for the client.

Answer: True

5. There is a lack of objective evidence to conclude that research has enhanced the practice of counseling.

Answer: False

6. In the context of common student reactions, the false dichotomous conceptualization of science versus practice helps students to be better equipped for the counseling profession.

Answer: False

7. Belief in the utility of research is a critically important factor in the process of becoming a competent researcher.

Answer: True

8. In the context of positive training environment for research, counseling students should be encouraged to utilize qualitative methods of research over quantitative methods.

Answer: False

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9. Statistically, the nine components of the research training environment that are operationalized by the Research Training Environment Scale (RTES), and its revision, (RTES-R) can be reduced to just two factors: instructional dimension and interpersonal dimension.

Answer: True

10. According to Kahn (2001), the relationship of a student with his or her mentor is significantly associated with his or her scholarly activity through research self-efficacy.

Answer: True

Multiple Choice Questions

1. Which of the following is true of the scientist-practitioner model of training in counseling?
    a. It stresses the importance of discussing research findings with academic supervisors, but on a confidential basis.
    b. It emphasizes the publishing of reports that give a positive result regarding efficacy of a new treatment, instead of the negative trials.
    c. It emphasizes systematic and thoughtful analyses of human experiences and judicious application of the knowledge and attitudes gained from such analyses.
    d. It adopts a subjective approach to create a scientific report such that it gives a predicted result and suppresses the contradictory evidences.

Answer: c

2. In its ideal form, the scientist-practitioner model has a _____ split of performing science and practice activities.
    a. 50–50
    b. 40–60
    c. 60–40
    d. 75–25

Answer: a

3. Gelso and Fretz (2001) proposed a three-level model of how research functions for counselors. Identify the third level in this model.

    a. It involves counselors being able to consume and apply research in their work with clients.
    b. It involves counselors being able to use critical thinking to develop and test hypotheses during their work with clients.
    c. It involves counselors being able to conduct empirical studies and to present the research findings.
    d. It involves counselors being able to utilize scientific thinking within their practice and research activities.

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Answer: c

4. According to Gelso, Baumann, Chui, and Savela (2013), which of the following components of graduate training programs fosters positive attitudes toward research among students?
    a. Teaching students the segregation of science and clinical practice
    b. Teaching a uniform approach to research
    c. Emphasizing that all studies are limited and flawed
    d. Encouraging gradual but rigorous involvement in research

Answer: c

5. Critical thinking skills, one of the hallmarks of graduate work in counseling, refer to:
    a. the ability to develop and use mathematical arguments and proofs to explore the truth of conjectures and justify conclusions.
    b. the ability to identify and process information with fewer biases, to formulate hypotheses, to gather data, and to make informed decisions.
    c. the ability to volunteer to help on research projects and to learn advanced skills.
    d. the ability to be open to learning more about the research process as well as the research literature.

Answer: b

6. Identify a factor that was included in the short version of the revised Research Training Environment Scale (RTES-R) by Kahn and Miller (2000).
    a. Subjective dimension
    b. Structural dimension
    c. Instructional dimension
    d. Global dimension

Answer: c

7. A qualitative study conducted by Schlosser et al. (2003) to analyze the satisfaction among graduate students about their relationships with their respective advisors showed that:
    a. unsatisfied students sought out external resources in spite of their advisors being able to meet their needs.
    b. unsatisfied students were found typically to have infrequent individual meetings.
    c. satisfied students were assigned to their advisors.
    d. satisfied students avoided conflict in advisory relationships.

Answer: b

8. Research self-efficacy is defined as:
    a. the belief in the importance of research.
    b. the confidence in one's ability to successfully complete various research-related tasks.

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c. a person's interest in participating or engaging in research.
d. the amount of research a person engages in.

Answer: b

9. According to Kahn (2001), which of the following factors is directly associated with scholarly activity of students?
    a. Relationship with mentor
    b. Research self-efficacy
    c. Research training environment
    d. Investigative interest

Answer: b

10. Clinicians and researchers can sometimes fall prey to the error of concluding that a treatment worked when the evidence for this inference is insufficient. According to Carl Rogers, this refers to:
    a. treatment sensitive factorial structure.
    b. range restriction.
    c. construct confounding.
    d. counselor bias.

Answer: d

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