



TEST MANUAL

Second Edition

Counseling RESEARCH

A Practitioner-Scholar Approach

Richard S. Balkin
David M. Kleist

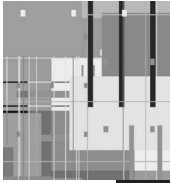
American Counseling Association

2461 Eisenhower Avenue, Suite 300

Alexandria, VA 22314

www.counseling.org

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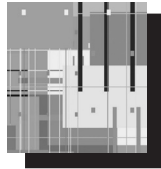
A Practitioner-Scholar Approach

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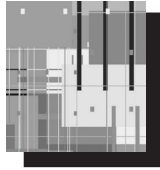
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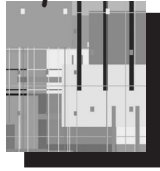
These test items for the second edition of *Counseling Research: A Practitioner-Scholar Approach* can be used for the purpose of creating quizzes and exams. These items were generated from the content of each chapter. Test items for each chapter are presented, along with an answer key on page 39. It is the intent and hope of the authors that these test items will be helpful to those using the textbook.

Part I



The Essence of Research in
the Counseling Profession

Chapter 1



The Counselor as a Practitioner-Scholar

1. The two predominant ideologies concerning the role of research within the counseling profession are the _____ model and _____ model.
 - a. Scientist-practitioner/practitioner-scholar
 - b. positivist/constructivist
 - c. pragmatic/empirical
 - d. ontological/phenomenological
2. A _____ approach to research is most appropriate for those wishing to focus primarily on clinical work.
 - a. positivist
 - b. constructivist
 - c. scientist-practitioner
 - d. practitioner-scholar
3. Approximately _____ of psychological research, which extends to counseling research, cannot be reproduced.
 - a. 10%
 - b. 25%
 - c. 50%
 - d. 60%

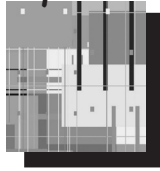
4. Which of the following statements about research methodology is true?
 - a. Methodology refers to beliefs about how knowledge is generated.
 - b. Methodology refers to a prescribed system of data collection and analysis.
 - c. Epistemology and methodology describe the same research processes.
 - d. Describing methodology prevents other researchers from replicating a given study.

5. The term that describes the consistency of a treatment or intervention is _____.
 - a. validity
 - b. fidelity
 - c. reliability
 - d. replication

6. According to the description in this text, which of the following is **not** a characteristic of a good study?
 - a. rigorous
 - b. defensible
 - c. transparent
 - d. fundable

7. The social sciences, and counseling research in particular, are dependent on _____ at a human level.
 - a. replicability
 - b. dependability
 - c. consistency
 - d. reliability

Chapter 2



The Research Process

1. We protect the _____ by selecting appropriate research questions and variables and reducing potential researcher bias.
 - a. sampling process
 - b. integrity of the research
 - c. amount of error
 - d. research hypothesis
2. The type of data collected is determined by the _____.
 - a. research question
 - b. methodology
 - c. literature review
 - d. analysis procedure(s)
3. Graduate students in a master's-level counseling program are interested in designing a research study that evaluates the use of social media in career counseling. The students should begin by reviewing the literature to _____.
 - a. establish an argument for the paper
 - b. develop a research question
 - c. investigate existing literature on the topic and identify gaps
 - d. incorporate existing literature into their paper

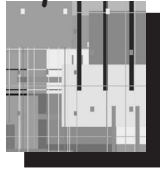
4. In conducting a literature review, the _____ strategy assists in identifying specific manuscripts/articles on a given topic.
 - a. structured
 - b. Boolean
 - c. funnel
 - d. collaborative

5. Researchers should be judicious when using _____ to support their writing due to potential bias.
 - a. journal articles
 - b. websites
 - c. publication newsletters
 - d. texts written by colleagues

6. The direction and analytic strategy of a research study is guided by the _____.
 - a. expertise of the researcher
 - b. research question
 - c. statistical analyses
 - d. literature review

7. Which of the following is in the correct order?
 - a. gaps(s) in the literature, research question(s), literature review
 - b. literature review, research question(s), gap(s) in the literature
 - c. research question(s), gap(s) in the literature, literature review
 - d. literature review, gap(s) in the literature, research question(s)

Chapter 3



Ethical and Multicultural Issues in Counseling Research

1. In the United States, the development of research ethics is tied directly to studies such as _____, which involved flagrant corruption, inequity, and exploitation resulting in racial discrimination and social injustices against Black men in rural Alabama.
 - a. the doll studies
 - b. the Tuskegee syphilis study
 - c. the Stanford prison study
 - d. the Willowbrook hepatitis study
2. After issuance of *The Belmont Report* in 1979, ethical principles of respect for persons, beneficence, and justice became the cornerstone of research involving _____.
 - a. biospecimens
 - b. human subjects
 - c. animals
 - d. war crimes
3. Which of the following was **not** outlined in the Common Rule?
 - a. requirements for informed consent
 - b. rules and procedures for IRBs
 - c. compliance through the establishment of IRBs
 - d. compliance through the abolishment of IRBs

4. The function of an IRB is to protect _____.
 - a. human subjects
 - b. students
 - c. researchers
 - d. federal agencies

5. According to the Office of Human Research Protections' definition, which of the following would be considered research?
 - a. public health surveillance activities
 - b. scholarly activities and journalism
 - c. collection of testing information or biospecimens consistent with criminal justice policy
 - d. research development, testing, and evaluation designed to develop or contribute to generalizable knowledge

6. _____ research is sometimes excluded from IRB review under the guiding principle that it is not generalizable.
 - a. Human-subjects
 - b. Quantitative
 - c. Qualitative
 - d. Mixed-methods

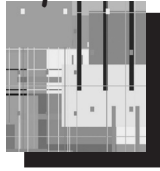
7. According to the Office of Human Research Protections, research involving benign behavioral interventions does not require regulatory oversight once an IRB declares the study _____.
 - a. exempt
 - b. compliant
 - c. generalizable
 - d. testable

8. Under the Common Rule, children, prisoners, individuals with impaired decision-making capacity, or economically or educationally disadvantaged persons are considered _____ populations.
 - a. neglected
 - b. understudied
 - c. vulnerable
 - d. diverse

9. To help decrease the chances of a child participant feeling unduly influenced to participate in a research study, the consent and _____ processes should be kept separate.
 - a. recruitment
 - b. assent
 - c. analysis
 - d. IRB

10. According to the Office of Human Research Protections' guiding statement of recommendations, _____ refers to unexpected events that likely occur as a result of participation in the research that place participants at greater risk than previously recognized.
 - a. unanticipated problems
 - b. unanticipated protocols
 - c. adverse consequences
 - d. adverse experiences

Chapter 4



Types of Research

1. The extent to which findings from a study for a particular set of participants can be attributed to a larger population is known as _____.
 - a. transferability
 - b. commonality
 - c. generalizability
 - d. similarity
2. _____ refers to the personal, professional, and research experiences that facilitate the researcher providing meaning and understanding to the data.
 - a. Research meaning
 - b. Theoretical sensitivity
 - c. Researcher orientation
 - d. Facilitative skill
3. Phenomena often evaluated in counseling, such as mood (e.g., depression, anxiety, wellness, addiction, disordered eating), are known as _____.
 - a. criteria
 - b. constructs
 - c. specifiers
 - d. moderators

4. The process in which researchers intentionally select participants is _____.
 - a. purposeful sampling
 - b. participant recruitment
 - c. meaningful sampling
 - d. general sampling

5. Random assignment theoretically disperses _____ between or among groups.
 - a. spontaneous variables
 - b. internal motivators
 - c. extraneous variables
 - d. common variables

6. A design that includes both random assignment and a comparison group is a _____ design.
 - a. quasi-experimental
 - b. preexperimental
 - c. true experimental
 - d. postexperimental

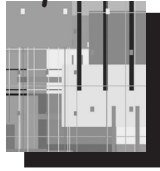
7. _____ research combines qualitative and quantitative research and should be accompanied by a clear rationale.
 - a. Multilevel
 - b. Mixed-methods
 - c. Multimodal
 - d. Service-oriented

Part II



Quantitative Research Designs

Chapter 5



Fundamental Concepts in Quantitative Research

1. _____ variables are under the control of the researcher, and each may be expected to influence performance on some _____ variable.
 - a. Independent/dependent
 - b. Dependent/independent
 - c. Criterion/independent
 - d. Outcome/dependent
2. According to the authors, there are _____ ways of evaluating validity.
 - a. five
 - b. two
 - c. three
 - d. ten
3. In _____, the researcher is primarily concerned with examining relationships between variables.
 - a. within-groups studies
 - b. between-groups studies
 - c. randomized controlled trials
 - d. correlational studies

4. The most common estimate of error is the _____, which indicates the average amount of error from the mean.
 - a. mean
 - b. median
 - c. standard deviation
 - d. variance

5. _____ is a coefficient used to describe the reliability of the scores on a measure.
 - a. Cronbach's alpha
 - b. Hedges's *g*
 - c. Spearman's rho
 - d. Cohen's *d*

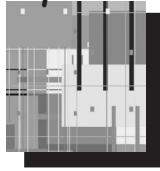
6. In between-groups studies, the _____ variable defines the group being studied.
 - a. dependent
 - b. independent
 - c. continuous
 - d. dichotomous

7. When evaluating a study, one should consider both the _____ and _____ of the instruments.
 - a. continuity/change
 - b. validity/reliability
 - c. values/morals
 - d. theory/practice

8. Pearson's *r* is a coefficient used in _____ research.
 - a. between-groups
 - b. within-groups
 - c. single-case research design
 - d. correlational

9. In parametric statistics, scores are assumed to be _____ or in the shape of a normal curve.
 - a. normally distributed
 - b. positively skewed
 - c. negatively skewed
 - d. equal to zero

Chapter 6



Examining Relationships

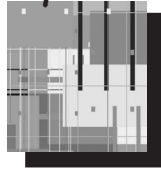
1. _____ replace dependent variables in correlational research.
 - a. Predictor variables
 - b. Independent variables
 - c. Criterion variables
 - d. Primary variables
2. In correlational research, the researcher is primarily interested in the _____ between or among variables.
 - a. relationship
 - b. interactions
 - c. causation
 - d. relevance
3. When you have the result, $r = .24, p > .05$, what does it illustrate about the significance of the model?
 - a. It is statistically significant.
 - b. It is not statistically significant with a small effect size.
 - c. It is statistically significant with a positive correlation.
 - d. It is not statistically significant with a large effect size.

4. What is true when you have the following result:
 $r = -.74, p < .05$?
 - a. It is statistically significant with a negative correlation.
 - b. It is not statistically significant with a small effect size.
 - c. It is statistically significant with a positive correlation.
 - d. It is not statistically significant with a medium effect size.

5. Moderation is to _____ as mediation is to _____.
 - a. relationships/causation
 - b. interactions/relationships
 - c. relationships/interactions
 - d. causation/relationships

6. In correlational research, variables are most often _____.
 - a. discrete
 - b. continuous
 - c. nominal
 - d. ordinal

Chapter 7



Examining Differences Between Groups

1. Between-groups analyses are appropriate when a researcher is interested in examining _____.
 - a. a relationship between continuous and discrete variables
 - b. a relationship between two or more variables
 - c. differences between or among groups
 - d. differences between a criterion variable and a predictor variable
2. _____ can occur when participants are overexposed to a measure.
 - a. Internal validity
 - b. Maturation
 - c. Testing effect
 - d. Mortality
3. The _____ design is a design that may be appropriate in quasi-experimental research *and* experimental research.
 - a. pretest-posttest control group
 - b. posttest-only control group
 - c. correlational
 - d. explanatory, nonexperimental

4. _____ is an extension of _____.
 - a. *F* test/*t* test
 - b. *t* test/*F* test
 - c. *t* test/single-case research
 - d. single-case research/*t* test

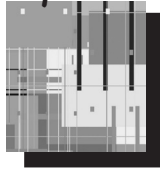
5. Models, the nature of the variables, experimental validity, random assignment, and statistical control form the blueprint of an experimental design and play an important role in the _____ of results.
 - a. statistical significance
 - b. practical significance
 - c. reliability
 - d. generalizability

6. If a researcher wanted to evaluate differences between treatment and control groups, in which some individuals receive counseling services and others are on a wait list, the _____ would be group or condition and would have two levels: treatment and control.
 - a. dependent variable
 - b. independent variable
 - c. ratio variable
 - d. interval variable

7. Which type of study involves comparisons between groups on a construct for which no formal manipulation occurred and groups could not be randomly assigned?
 - a. experimental
 - b. explanatory, nonexperimental
 - c. longitudinal
 - d. cross-sectional

8. A researcher wants to evaluate the effectiveness of group counseling using motivational interviewing for substance use among adolescent clients. From a group of 24 adolescents, 12 adolescents are randomly assigned to group counseling using motivational interviewing and 12 adolescents are assigned individual counseling. Client progress will be evaluated using the Drug Abuse Screening Test. What is the dependent variable?
- group counseling
 - individual counseling
 - substance use
 - motivational interviewing
9. Researchers need to be aware of not only whether a statistically significant difference exists between groups but also the _____ of the difference.
- validity
 - reliability
 - median
 - magnitude

Chapter 8



Examining Differences Within Groups and Single-Case Research Designs

Quentin Hunter and Richard S. Balkin

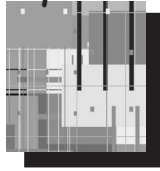
1. _____ refers to the order in which interventions are prescribed in a study.
 - a. Sequencing effects
 - b. Effect size
 - c. Variables
 - d. Sample size
2. In an A-B design, the B refers to the _____.
 - a. treatment
 - b. baseline
 - c. pretreatment
 - d. solution
3. In an A-B-A design, the last A refers to the _____.
 - a. preassessment
 - b. treatment
 - c. removal of the intervention
 - d. baseline

4. In a _____, researchers can examine differences across time as well as differences between groups.
 - a. experimental group
 - b. mixed design
 - c. intervention study
 - d. single-case research design

5. Survey research and longitudinal studies require _____ sample sizes, and these can be difficult to obtain.
 - a. small
 - b. large
 - c. moderate
 - d. very small

6. Participants in a _____ can be followed repeatedly and sometimes over years.
 - a. panel study
 - b. cohort study
 - c. trend study
 - d. mixed study

Chapter 9



Synthesizing Research Results Using Meta-Analysis

A. Stephen Lenz

1. Meta-analysis refers to a statistical method of quantitatively summarizing the results from _____ studies to yield a more precise estimate of intervention effects that has greater statistical power, reflects greater diversity in population samples, and thus is more generalizable.
 - a. primary
 - b. secondary
 - c. randomized
 - d. validated
2. All meta-analyses are intended to answer two types of research questions: those related to the mean effect across all eligible studies for _____ and those related to the variables that influence the mean effect.
 - a. generalizability
 - b. synthesis
 - c. randomization
 - d. experimentation

3. The general degree to which a study's parameters fit with the types of questions guiding the study is referred to as _____.
 - a. sample characteristics
 - b. demand characteristics
 - c. cultural considerations
 - d. design features

4. Meta-analysts can establish a systematic search strategy after they have established _____ and _____ for the studies in the meta-analysis.
 - a. experimental criteria/control criteria
 - b. statistical criteria/practical criteria
 - c. inclusion criteria/exclusion criteria
 - d. researcher criteria/participant criteria

5. When conducting any search, one should use search terms and variations of search terms that target one's topic, population of interest, and _____.
 - a. field of study
 - b. location
 - c. intervention
 - d. variables

6. One of the broad categories of interest to meta-analysts is _____.
 - a. data needed to compute effect sizes
 - b. data needed to compute interrater reliability
 - c. data from randomized controlled trials
 - d. data from spurious correlations

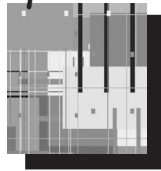
7. Every meta-analytic report should evaluate the degree to which the results have been influenced by _____ related to reporting outcomes of primary studies.
 - a. duplication
 - b. repetitiveness
 - c. generalizability
 - d. bias

Part III



Qualitative Research Designs

Chapter 10



Fundamental Concepts in Qualitative Research

1. Choice of qualitative methodology is most likely to be influenced by the researcher's _____.
 - a. counseling theory
 - b. philosophical stance toward inquiry
 - c. preferred journal's view toward qualitative research
 - d. understanding of qualitative research best practices
2. The philosophical stance most aligned with the scientific method is _____.
 - a. participatory action research
 - b. consensual qualitative research
 - c. positivism
 - d. critical theory
3. The philosophical stance most likely to support a researcher's community-based application of a study's results with the participants would be _____.
 - a. positivism
 - b. social constructivism
 - c. weak constructivism
 - d. critical theory

4. Which philosophical stance is the conceptual home for intersectionality theory?
 - a. postpositivism
 - b. decolonizing research methodologies
 - c. posthumanism
 - d. critical theory

5. Qualitative research's version of literature review is referred to as _____.
 - a. literature review
 - b. scoping review
 - c. conceptual review
 - d. conceptual framework

6. The form of sampling most related to qualitative research is called _____.
 - a. convenience sampling
 - b. random sampling
 - c. purposeful sampling
 - d. snowball sampling

7. Which of the following statements best captures the criteria used to assess quality and rigor in qualitative research?
 - a. Generalizability is equally valued in qualitative research as in quantitative research.
 - b. Qualitative research is not concerned with quality and rigor.
 - c. There are no universal, all-encompassing criteria for judging qualitative research
 - d. As qualitative research focuses on context, each researcher creates their own criteria for rigor.

Chapter 11



Multiple Perspectives on a Phenomenon: The Qualitative Lenses

1. Which qualitative methodology has as its focus the essence of a person's experience of some phenomenon?
 - a. grounded theory
 - b. phenomenology
 - c. participatory action research
 - d. narrative inquiry
2. Which qualitative methodology would most likely focus on a researcher's epoche and the need for bracketing?
 - a. Van Manen's hermeneutic phenomenology
 - b. Charmaz's constructivist grounded theory
 - c. Moustakas's phenomenology
 - d. Hill's consensual qualitative research
3. Which phenomenological methodology equally emphasizes the idiographic experience of a person in addition to the essence of experience across a group of people?
 - a. interpretive phenomenological analysis
 - b. hermeneutic phenomenology
 - c. transcendental phenomenology
 - d. retrospective phenomenology

4. The analytic steps of open coding, properties, and dimensions are most directly related to what form of qualitative methodology?
 - a. grounded theory
 - b. phenomenology
 - c. participatory action research
 - d. autoethnography

5. Epoche is to _____ as constant comparison method is to _____.
 - a. participatory action research/phenomenology
 - b. phenomenology/narrative inquiry
 - c. grounded theory/hermeneutic phenomenology
 - d. transcendental phenomenology/grounded theory

6. The type of data analysis concerned with connecting categories at their dimensional level is called _____.
 - a. axial coding
 - b. open coding
 - c. theoretical coding
 - d. general thematic analysis

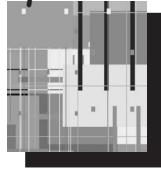
7. Creating qualitative research methodologies that are open to diverse and marginalized ways of knowing is best referred to as an example of _____.
 - a. imposing values onto research
 - b. decolonizing research methodologies
 - c. hermeneutic phenomenology
 - d. idiographic perspectivism

Part IV



Practice-Based Research

Chapter 12



Measurement in Counseling Research

1. What occurs when a measure lacks comprehensiveness and items that assess the construct of interest?
 - a. construct overrepresentation
 - b. overrepresentation
 - c. construct underrepresentation
 - d. underrepresentation
2. Exploratory factor analysis and confirmatory factor analysis are statistical procedures used to demonstrate evidence based on _____.
 - a. internal structure
 - b. item construct
 - c. measure construct
 - d. test objectivity
3. Statistical procedures used to demonstrate the accuracy and consistency of scores refer to _____.
 - a. validity
 - b. reliability
 - c. constructiveness
 - d. central tendency

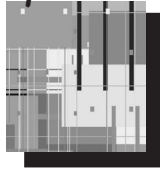
4. _____ is a large data procedure in which the scores from the normative sample are tested against the hypothesized model.
 - a. Exploratory factor analysis
 - b. Canonical correlation
 - c. Confirmatory factor analysis
 - d. Discriminant function analysis

5. Expert review of items is used to demonstrate evidence based on _____.
 - a. test content
 - b. internal structure
 - c. construct representation
 - d. objectivity

6. Keon wants to develop a measure of self-efficacy for student athletes who serve as academic tutors in the School of Education. Before taking on this task, he should _____.
 - a. consult the dean in the School of Education
 - b. contact the IRB office for approval
 - c. ensure that an appropriate measure does not already exist
 - d. develop a theoretical foundation for the measure

7. _____ is a reliability analysis that involves differing forms of an assessment with similar items.
 - a. Test-retest
 - b. Split-half
 - c. Parallel forms
 - d. Interrater agreement

Chapter 13



Program Evaluation

1. Program evaluation does not meet the Office of Human Research Protections' definition of research because it is not considered _____.
 - a. valid
 - b. reliable
 - c. testable
 - d. generalizable
2. Program evaluation can help counselors to better understand the impact that the _____ or _____ of counseling is having on their clients.
 - a. process/product
 - b. provider/process
 - c. goals/outcomes
 - d. outcomes/steps

3. A counselor using group counseling as part of a substance abuse program geared toward reducing relapse wants to know the extent to which the group process is helpful during the program. This is known as _____.
 - a. summative evaluation
 - b. content analysis
 - c. formative evaluation
 - d. meta-analysis

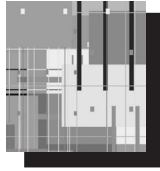
4. To reduce bias in the program evaluation process and results, _____ should be kept apprised but they should not become involved.
 - a. stakeholders
 - b. researchers
 - c. participants
 - d. students

5. In counseling, some examples of _____ include clients, other staff or professionals within the program, or third-party funders.
 - a. outcomes
 - b. stakeholders
 - c. researchers
 - d. IRB volunteers

6. _____ can be used in the data analysis phase of program evaluation.
 - a. Only qualitative analysis
 - b. Only quantitative analysis
 - c. A combination of qualitative and quantitative analysis
 - d. Experimental validity analysis

7. _____ is a graphical representation of a program that shows the intended relationships between investments and results.
 - a. The accountability bridge model
 - b. The CIPP model
 - c. Person-centered planning
 - d. A logic model

Answer Key



Chapter 1

1. a
2. d
3. c
4. b
5. b
6. d
7. c

Chapter 2

1. b
2. a
3. c
4. b
5. b
6. b
7. d

Chapter 3

1. b
2. b
3. d
4. a
5. d
6. c
7. a
8. c
9. b
10. a

Chapter 4

1. c
2. b
3. b
4. a
5. c
6. c
7. b

Chapter 5

1. a
2. a
3. d
4. c
5. a
6. b
7. b
8. d
9. a

Chapter 6

1. c
2. a
3. b
4. a
5. b
6. b

Chapter 7

1. c
2. c
3. a
4. a
5. d
6. b
7. b
8. c
9. d

Chapter 8

1. a
2. a
3. c
4. b
5. b
6. a

Chapter 9

1. a
2. b
3. d
4. c
5. c
6. a
7. d

Chapter 10

1. b
2. c
3. b
4. d
5. d
6. c
7. c

Chapter 11

1. b
2. c
3. a
4. a
5. d
6. a
7. b

Chapter 12

1. c
2. a
3. b
4. c
5. a
6. c
7. c

Chapter 13

1. d
2. a
3. c
4. a
5. b
6. c
7. d