

**UNIVERSITY OF UTAH
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
COUNSELING PSYCHOLOGY PROGRAM
DOCTORAL QUALIFYING EXAMINATION**

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Vocational Psychology/Career Development

In a series of recent meta-analyses, Brown and his colleagues (Brown & Ryan Krane, 2000, Brown, et al., 2003) identified 5 critical ingredients of *career choice* interventions. According to these authors, *career choice* interventions will be effective to the extent they include one or more of these ingredients.

Briefly describe each of these critical ingredients. Next, select one theory from among current theories of career development (provide a very brief overview of the theory to establish context for your response to the directive to follow). Create a fictitious career client (provide details of his/her situation but include only relevant information and keep your description brief). Describe how you would infuse each of the critical ingredients of career choice counseling into your work with this client using the theory you selected above. Be sure to describe in detail how you are applying the critical ingredients (e.g., what activities, strategies, assignments) and the relationships between theoretical constructs or hypotheses and the ingredients used in your intervention.

Brown, S. D., Ryan Krane, N. E., Brecheisen, J., Castelino, P., Budisin, I., Miller, M., & Edens, L. (2003). Critical ingredients of career choice interventions: More analyses and new hypotheses. *Journal of Vocational Behavior*, 62, 411-428.

Brown, S. D. and Ryan Krane, N. E., 2000. Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In: Brown, S.D. and Lent, R.W., Editors, 2000. *Handbook of counseling psychology* (3rd ed.), Wiley, New York, pp. 740–766

Ethical and Professional Issues

Read the ethics vignette on the following page and analyze the ethical and legal issues involved using your ethical decision-making model. Describe the various stakeholders, and analyze relevant standards from the current APA Ethics Code as well as applicable moral principles and concepts from ethical theories. Discuss issues of cultural diversity that need to be taken into account in analyzing this situation. Conclude your answer by outlining ethically justified action steps (i.e., a treatment plan) you recommend to the treating psychologist in responding to the situation presented in the vignette.

The Shy Boy

A 10 year old boy of Asian descent is brought to your office by his maternal grandmother. The presenting problem is the boy's shyness and low self esteem. The grandmother says she takes care of the boy while his parents are working. She says the boy will not go to school, and has not gone to school for two months. After some talk with the grandmother, you discover that the boy is "badly mistreated" by his father, who says he is a disgrace to his family. You notice barely visible bruises on the boy's face and neck, and also some on the grandmother's neck and arms. Your inquiry into what may have happened to them meets with an uncomfortable look from the boy to his grandmother, and her reluctant and hesitant explanation that they were both in a car accident recently. When you ask when the parents will be available to talk to, the grandmother says you are not to call his parents, and that if they found out you were seeing the boy or her they would be very upset. The grandmother says she very much needs you to get the boy back into school so he will no longer be a disgrace and problem for the family.

Intervention Theories in Counseling Psychology

Both cognitive therapy and interpersonal process psychotherapy have been found to be effective in working with clients who are depressed. Briefly outline the basic principles of each approach. Next, describe the major contributions of each theory to therapy with clients who are depressed; that is, what makes it work, from the perspective of proponents of the theory? Finally discuss the shortcomings and benefits of these theories and therapies for culturally diverse clients (clients of color, poor clients, LGB clients, etc.); and integrate multicultural counseling principles and strategies with these therapies.

Measurement and Assessment

You are interested in studying social support and subjective well-being in adults across the lifespan. You have identified a well-known instrument, the “Satisfaction with Life Survey - SWL” that was published by Ed. Diener in 1993. This inventory consists of five items. Item response format is a 7-point scale anchored by strongly disagree(1) to strongly agree (7).

1. In most ways, my life is close to ideal
2. The conditions of my life are excellent
3. I am satisfied with my life
4. So far, I have gotten the important things I want in my life
5. If I could live my life over I would change almost nothing

You generate three more items to this instrument that, you believe, tap social (not individual) issues.

6. I am satisfied with my personal relationships
7. I am very lucky to have friends and family
8. My life would not be as meaningful if I didn't have friends and family

Address the following questions:

- a. What would you need to know about the SWL items 1-5 to be assured that it measures subjective well being and not some other construct, like “Positive Affect”?
- b. Construct a simple study to identify the steps would you take to determine whether the three additional items 6-8 identify a different aspect of subjective well-being than is measured in items 1-5?
- c. Assuming that subjective well being is stable across the life span, how would you assure yourself that these three additional items are stable as well?

Research on Psychological Interventions

The APA 2005 Presidential Task Force on Evidence-Based Practice was formed in hopes of informing the health care policymakers with regards to the current status of evidence-based practice in psychology (EBPP; APA Presidential Task Force on Evidence-Based Practice, 2006). In the article states the following:

It is important to clarify the relation between EBPP and empirically supported treatments (ESTs). EBPP is the more comprehensive concept. ESTs start with a treatment and ask whether it works for a certain disorder or problem under specified circumstances. EBPP starts with the patient and asks what research evidence (including relevant results from RCTs) will assist the psychologist in achieving the best outcome. In addition, ESTs are specific psychological treatments that have been shown to be efficacious in controlled clinical trials, whereas EBPP encompasses a broader range of clinical activities (e.g., psychological assessment, case formulation, therapy relationships). As such, EBPP articulates a decision-making process for integrating multiple streams of research evidence—including but not limited to RCTs—into the intervention process. (p. 273)

Attached at the end of this article is also the APA Policy Statement on EBPP, approved in August, 2005. Accordingly, and with your knowledge of the past and current literature on psychological intervention research, answer the questions below:

- (1) Briefly (less than 2 1/2 pages) identify and summarize one research area and/or topic that (a) is in accord with the APA 2005 Policy Statement on EBPP (NOT THE ARTICLE) and (b) substantially lacks empirical investigation as compared to research on ESTs. Make sure you reference individual studies that have been conducted so far in that area/on that topic, rather than only referencing summary articles/chapters/books. Also note that the one area/topic you choose should not be broad (e.g., psychotherapy process research), but narrow enough so that it could be summarized sufficiently (albeit does not need to be comprehensive) within the page limits. As could be implied from the Policy Statement, the range of research area/topic that you could choose from is very broad.
- (2) Design a research study that extends the line of research you summarized in (1). Include your rationale of your study (i.e., how this research extends the line of research indicated above), and be specific as possible with regards to the design, method (including how you will analyze your data), and limitations.

Article: APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.