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***Research Design in Counseling* by P. Paul Heppner,
Bruce E. Wampold and Dennis M. Kivlighan, Jr.
(3rd edition), Thomson Brooks/Cole, 2008, pp. 688**

Career counseling is a relatively new profession, where a lot remains yet to be studied. *Research Design in Counseling* is addressed to the generation of explorers – university students and young researchers who will contribute to the development of counseling's many fields and a better understanding of counseling. The process of discovery is a key factor in the growth of counseling, and also in the rise of the next generation of practitioners and researchers.

This comprehensive overview is an example of good practice in terms of leveling the dichotomy between theory and practice, which is a common predicament in science. Chapter II discusses counselor-, student-, and researcher education, listing the steps to be taken in order to construct formal and non-formal training for mindful practitioners and/or researchers. The authors say: "We seek to prepare students to approach research with enthusiasm for the creativity involved and with a willingness to learn the intricacies of the craft. In addition, we want to promote an awareness of the anxiety that may be created by learning a technical skill that may not be central to one's interests but is required to accomplish a goal (that is, obtaining a graduate degree and becoming a professional in counseling)." They propose a new model of competence and education of counselors and researchers, as well as training in scholarly mindset. The ways of creating new knowledge in counseling are described in the subsequent chapters (choice of research design, classification of design, etc.)

Chapter I discusses the ethical issues related to counseling which are important for the formation of counselors' professional awareness. In order to point to particular "sensitive areas," the authors cite two real stories.

One of them is about a married couple who were seeking career planning advice. After a thorough analysis, they were qualified to be assisted by a computerized system of career planning. Having completed an online survey, they discovered to their surprise that their results and profiles were identical. When the company responsible for the project was notified of the problem, it turned out that the program

had continued to make the same mistake for months: giving each client the results of the day's first client! No one had noticed the error before. This raises the question whether algorithmization of counseling is ethical. How can help be offered if even the preliminary diagnosis is wrong and the problem is misrepresented?

The other story illustrates the doubts surrounding new interventions and trends within counseling drawing on the example of children that came to be called thalidomide babies (born without limbs). Their mothers had taken a morning sickness drug which had been put on the market without proper clinical testing. At the time, some people argued that it was unethical to be in possession of a reportedly wonderful drug and not give it to those in need, while others believed that the hasty action, unprecedented by laboratory tests, was highly risky. The authors transpose the conclusions from the grim "experiment" onto social studies, asking whether career counselors do not harm their clients by any chance. How can the efficiency of their help be assessed? Also Polish psychologist Tomasz Witkowski warns in his *Zakazana psychologia* [Forbidden psychology] (Wydawnictwo Bez Maski, 2015) against resorting to new therapeutic methods without adequate scientific verification.

Science plays a key role in the development of knowledge on which counseling is based. Chapter I discusses various ways of knowing, particularly the scientific way of knowing, and the philosophical foundations of human behavior. It also provides an introduction to selected key issues in the debate on the tenets of philosophy of science, as well as examines several specialist issues specific to the counseling profession. These issues are complex, and, even though only briefly surveyed, they constitute a sound basis of and indicate the directions for future research and training in the profession.

The authors present four contrasting paradigms: positivism, post-positivism, constructivism, and critical theory, which influence research. They propose that it is impossible to state which of these paradigms is "correct," more accurate, or more useful than the other ones. There are various systems of understanding the world, but no single method, whether logical or empirical, can determine the superiority of a given point of view. Page 8 contains a table comparing the features of qualitative and quantitative research.

However, it is crucial to realize what philosophies underpin particular paradigms, and, consequently, ensure the cohesion of the beliefs and the research approach within which research questions are identified and answers searched for in the existing body of knowledge.

As to a philosophy of science for counseling, four major issues are addressed, including (1) the goals of science in counseling; (2) the importance of methodological diversity; (3) the need to examine and expand assumptions about human nature; and (4) responsibility for applying research tools.

The chapters devoted to methodology guide the reader through all the stages of the research process, starting from the identification of a research problem, to operationalization of variables, to the research report. One of the main goals of research

is to establish a cause-effect relationship between the dependent and independent variables. The identification of research questions is followed by a critical stage of selecting or designing these variables. Chapter 12 focuses on independent variables, and Chapter 13 on dependent variables.

The first section in Chapter 12 discusses operationalization of the independent variable, highlighting that even if researchers have carefully planned the independent variable, they cannot be assured of achieving their goals through experimental manipulation. Given this, the subsequent section describes methods for controlling manipulation of the independent variable. The next stage involves interpreting research results (taking into account the statistical significance and (un)successful manipulation checks). The participants should take part in a study in full consciousness, but they should not be able to infer the research hypothesis. Naturally, decision-making between salience and transparency is difficult, but it is one of the skills of experienced researchers (see stimulus questions at the end of the chapter).

The discussion of the independent and dependent variables is complemented by a chapter devoted to the specificities of the research sample selection (Chapter 14). It provides detailed explanations of how the demographic factors influence research design and interpretation in counseling.

Although a lot can be learned about counseling from quantitative measures, counselors should also be able to understand what sense individuals make of their actions and experiences (Chapter 11). Qualitative research provides comprehensive insights into the complexity of human life by studying particular perspectives in broad contexts. Qualitative research methods represent a distinct approach to knowing and understanding people and social phenomena. The chapter includes case studies from the counseling profession which help explain why it is only within the qualitative framework that some phenomena can be studied. The authors also dispel myths surrounding qualitative research. One of the common misrepresentations is equating “qualitative data” with “qualitative research,” and believing that qualitative research involves only asking people open-ended questions and analyzing the participants’ answers. Another myth is the belief that only one qualitative methodology exists. Students do not realize that there are a variety of methods in qualitative research, such as phenomenology and narratology. The third misguided belief is that wherever possible quantitative studies should be carried out, while qualitative frameworks should be used only where there is not enough information available. The authors discuss the philosophical paradigms of quantitative research (mentioned also in Chapter 1) so that counselors can develop and apply their tools consciously. They also address the use of theory in research on and development of counseling.

The closing chapter presents an important research-related issue, i.e., writing a research report. It is essential to understand that the research process is in no way more important than writing a report that analyses it. Although it can be argued that research findings are communicated in various ways, not only in reports

(for example, in conference presentations), research reports are a very important tool for disseminating new knowledge. Feedback from other researchers is a critical part of learning to write reports. Among all research skills, writing is the one that is most difficult to master. This section of the book provides general guidelines on writing a research report, as well as descriptions of its particular parts (including writing abstracts).

The book contains two appendices listing ethical principles observed by the American Counseling Association, which may serve as an inspiration for the members of Polish counseling associations and institutions.

Navigation of the book content's is facilitated by the author index and the subject index. Also a questionnaire is included, asking readers for their opinions, suggestions, and feedback.

The volume is a comprehensive guide for both counselors and counseling researchers (as well as those combining the two functions, university students, and teachers). It fills the gap on the Polish publishing market with its rather modest offer of counseling methodology resources. *Research Design in Counseling* encourages readers to analyze in-depth their own approaches to paradigms, methods, and techniques. But above all, it states that attentiveness and openness to new knowledge are essential features of a career counselor.