

CPSY 530: RESEARCH SEMINAR IN COUNSELING PSYCHOLOGY
Fall 2016
Loyola University Chicago

Time & Place: Tuesday, 1:00 pm – 3:30 pm; CLC 425

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Office Hours: Tuesday, 10:45 am – 12:45 pm; By appointment

Required Reading

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research*. Belmont, CA: Thompson-Brooks/Cole.

Recommended Reading

Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). *Research Design in Counseling*, (3rd ed). Belmont, CA: Thompson.

All students must have access to **LiveText** (<http://www.luc.edu/education/admission/tuition/course-management-fee/>).

Course Description and IDEA Objectives

The primary purpose of this research seminar in Counseling Psychology is to provide third year doctoral students with an opportunity to develop a proposal on a researchable topic in counseling psychology that could serve as a basis for future dissertation research. The course will help students to integrate content knowledge of a topic of interest in counseling psychology with methodological knowledge of research design and data analysis. Students will develop research questions, conduct literature review, develop research design, and write a dissertation proposal. This seminar will be interactive and at times serve as a writing lab to help students receive feedback and improve proposals.

1. Students will learn to apply course material (to improve thinking, problem solving, and decisions).
2. Students will develop skill in expressing themselves orally and in writing.
3. Students will acquire interest in learning more by asking questions and seeking answers.

IDEA Course Evaluation Link for Students:

IDEA Campus Labs website: <http://luc.edu/idea/> Click the *Student IDEA Log In* to complete your course evaluation at the end of the course.

School of Education Conceptual Framework

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice. The conceptual framework of the School of Education is described here: www.luc.edu/education/mission/.

Dispositions: Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific dispositions that students should develop in this class are *professionalism*, *fairness/equity* and *belief that all students can learn*. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

Diversity: The program is committed to issues of diversity including, but not limited to, race, ethnicity, gender, sexual orientation, social class, and ability status. Students' multicultural competence in conducting culturally responsive research will be instructed and assessed in the entire process of proposal writing including selection of research topics and development of research designs (e.g., sampling, instrument selection, cross-cultural validation of psychological constructs and measures).

General Policies: General policies on academic honesty, accessibility, conceptual framework, ethicsline reporting hotline, electronic communication policies and guidelines can be found at: <http://luc.edu/education/syllabus-addendum/>

Evaluation: Grades will be distributed according to the following scale and will be based on the course requirements that follow:

Grading Scale:

93% – 100% = A, 92% – 90% = A-, 89% – 86% = B+, 85% – 83% = B, 82% – 80% = B-, 79% – 76% = C+, 75% – 73% = C, 72% – 70% = C-, 69% and below = F

Criteria.....Total Points

Participation	20 points
Sample dissertations	10 points
Research questions	10 points
Literature search results	10 points
Research hypotheses	10 points
Ch. 1	20 points
Ch. 3	20 points
Proposal presentation	No points
Dissertation proposal	50 points

Total.....150 points

Course Requirements

1. Participation (20 points): Attendance, promptness, and active participation are essential to this class. I also expect students to arrive on time and to contact me in advance if they will be late or absent.

2. Sample dissertations (10 points): 9/06
Identify two dissertations that can be guiding examples for your dissertation writing.

3. Research questions (10 points): 9/20
Bring your research questions to review in class.

4. Literature search results (10 points): 10/04

Locate key literature for your research (minimum 10-20 articles, book chapters, etc.) and complete reading them. Submit the reference list of the literature that you located and completed reading.

5. Research hypotheses (10 points): 10/25

Bring your research hypotheses to review in class.

6. Ch. 1 (Introduction; 20 points): 11/01

Submit Ch. 1 of your dissertation.

7. Ch. 3 (Methods; 20 points): 11/03

Submit Ch. 3 of your dissertation.

8. Proposal presentation (20 points): 12/05

We will hold an APA-like symposium at the proseminar in which each of you will have an opportunity to present your final proposal to the counseling psychology faculty and students. The symposium will be a one hour and 30 minutes, APA-like symposium in which each member will have an opportunity to present his or her proposal for about 15-20 minutes including questions and answers. The purpose of this symposium is to give you an opportunity to practice presenting in an APA-like symposium as well as receive final feedback on your proposal. A chair should be selected to introduce the symposium and the individual presenters.

9. Dissertation proposal (50 points): 12/08

Incorporate the instructor's, your dissertation committee chair's, and the presentation audience's feedback into your proposal and submit the final version of your dissertation proposal.

CLASS SCHEDULE

Date	Topic(s)	Readings	Assignments
Aug 30	Introduction		
Sep 6	Research topic and questions Dissertation committee	Ch. 1: Impeding factors Ch. 2: Identifying research topic and developing research questions Ch. 10: Dissertation committee	Sample dissertations
Sep 13	Literature search	Ch. 3: Writing overview/introduction Ch. 4: Literature search	
Sep 20	Research hypotheses	Ch. 5: Research hypotheses Ch. 6: Writing literature review	Research questions
Sep 27	Research design		
Oct 4	Research design		Literature search results
Oct 11	No Class: Fall Break		
Oct 18	Writing Ch. 1: Introduction		
Oct 25	Writing Ch. 1: Introduction		Research hypotheses
Nov 1	Writing Ch. 3: Methods (participants, procedure, instruments, and data analyses)	Chs. 7, 8, & 9: Writing methods	Ch. 1
Nov 8	Writing Ch. 3: Methods		
Nov 15	Writing Ch. 3: Methods		
Nov 22	Writing Ch. 3: Methods		Ch. 3
Nov 29	Data collection, analysis, and report	Chs. 12, 13, & 14: Writing results and discussion	
Dec 5	Presentation		Presentation at Proseminar
Dec 8			Dissertation proposal due

****This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**