

**CPSY 530: RESEARCH SEMINAR IN COUNSELING PSYCHOLOGY**  
**Fall 2018**  
**Loyola University Chicago**

Time & Place: Tuesday, 1 pm – 3:30 pm; CLC 525

Instructor: Eunju Yoon, Ph.D.

Office: LT 1036

Phone: (312) 915-6461

Fax: (312) 915-6660

Email: eyoon@luc.edu

Office Hours: Tuesday, 3:30 pm – 5:30 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., Owen, J., & Wang, K. (2016). *Research Design in Counseling*, (4th ed.). Boston, MA: Cengage.

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.

## School of Education Conceptual Framework

The SOE's Conceptual Framework (CF)—*Social Action through Education*—is exemplified via students' learning to design an empirical study and write a proposal that promote a social justice mission.

**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' 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).

**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*, *inquiry*, and *social justice*. The specific disposition that students should develop in this class is *inquiry*. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

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

**Grades:** All assignments will be graded on an A+ -- F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

A = 3.85 or greater

A- = 3.5 – 3.85

B+ = 3.15 – 3.5

B = 2.85 – 3.15

B- = 2.5 – 2.85

Etc.

### Criteria..... Percentage of Final Grade

Participation	10%
Sample dissertations	5%
Research questions	5%
Literature search results	5%
Research hypotheses	5%
Ch. 1	10%
Ch. 3	10%
Proposal presentation	10%
Dissertation proposal	40%

## Course Requirements

1. Participation (10%): 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 (5%): 9/04

Identify two dissertations that can be guiding examples for your dissertation writing.

3. Research questions (5%): 9/18

Bring your research questions to review in class.

4. Literature search results (5%): 10/02

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 (5%): 10/23

Bring your research hypotheses to review in class.

6. Ch. 1 (Introduction; 10%): 10/30

Submit Ch. 1 of your dissertation.

7. Ch. 3 (Methods; 10%): 11/20

Submit Ch. 3 of your dissertation.

8. Proposal presentation (10%): 12/03 or 12/04

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. It 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 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 (40%): 12/06

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

<b>Date</b>	<b>Topic(s)</b>	<b>Readings</b>	<b>Assignments</b>
Aug 28	Introduction		
Sep 4	Research topic and questions Dissertation committee	Ch. 1: Impeding factors Ch. 2: Identifying research topic and developing research questions Ch. 10: Dissertation committee	<b>Sample dissertations</b>
Sep 11	Literature search	Ch. 3: Writing overview/introduction Ch. 4: Literature search	
Sep 18	Research hypotheses	Ch. 5: Research hypotheses Ch. 6: Writing literature review	<b>Research questions</b>
Sep 25	Research design		
Oct 2	Research design		<b>Literature search results</b>
Oct 9	No Class: Fall Break		
Oct 16	Writing Ch. 1: Introduction		
Oct 23	Writing Ch. 1: Introduction		<b>Research hypotheses</b>
Oct 30	Writing Ch. 3: Methods (participants, procedure, instruments, and data analyses)	Chs. 7, 8, & 9: Writing methods	<b>Ch. 1</b>
Nov 6	Writing Ch. 3: Methods		
Nov 13	Writing Ch. 3: Methods		
Nov 20	Writing Ch. 3: Methods		<b>Ch. 3</b>
Nov 27	Data collection, analysis, and report	Chs. 12, 13, & 14: Writing results and discussion	
Dec 3 & 4	Presentation		<b>Presentation at Proseminar or in class</b>
Dec 7			<b>Dissertation proposal due</b>

**\*\*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.**

**Loyola University Chicago  
School of Education  
Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.