CPSY 530: RESEARCH SEMINAR IN COUNSELING PSYCHOLOGY
Fall 2015
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

Recommended Reading

Course Description and 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
CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
CF5: Candidates demonstrate technological knowledge and skills which enhance education.
The goal of dissertation writing is to examine students’ competence to function as an independent researcher. By breaking down the process of writing dissertation proposal into
small, less daunting steps and providing step-by-step assistance in this process, this course will help students develop expertise in a topic of interest in counseling psychology and learn how to address their research questions arising from literature review in a scientific manner.

**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).

**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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20</td>
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<tr>
<td>Sample dissertations</td>
<td>10</td>
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<tr>
<td>Research questions</td>
<td>10</td>
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<tr>
<td>Literature search results</td>
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<tr>
<td>Research hypotheses</td>
<td>10</td>
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<tr>
<td>Ch. 1</td>
<td>20</td>
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<td>Ch. 3</td>
<td>20</td>
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<tr>
<td>Proposal presentation</td>
<td>20</td>
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<tr>
<td>Dissertation proposal</td>
<td>50</td>
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Total............................................................170 points

Late work will have 10% of points deducted from the total possible score for each delayed day (not class meeting). No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!
Course Requirements

1. Participation (20 points): Attendance, promptness, and active participation are essential to this class. I do expect students to come prepared to actively discuss the assigned readings and writings. 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): 9/01
Identify two dissertations that can be guiding examples for your dissertation writing.

3. Research questions (10 points): 9/15
Bring your research questions to review in class.

4. Literature search results (10 points): 9/29
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): 10/20
Bring your research hypotheses to review in class.

6. Ch. 1 (Introduction; 20 points): 10/27
Submit Ch. 1 of your dissertation.

7. Ch. 3 (Methods; 20 points): 11/17
Submit Ch. 3 of your dissertation.

8. Proposal presentation (20 points): 12/01
We will hold an APA-like symposium on the last day of class in which each of you will have an opportunity to present your final proposal to the class and invited guests. 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 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 and. A chair should be selected to introduce the symposium and the individual presenters.

9. Dissertation proposal (50 points): 12/01
Incorporate the instructor’s, your dissertation committee chair’s, and the presentation audience’s feedback to your proposal and submit the final version of your dissertation proposal.

GENERAL POLICIES

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