

**CPSY 594**  
**Proposal Writing**  
**Summer 2014**

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**Catalog Description**

Direct instruction and support on the process of preparing a thesis and/or other research/grant proposals. Includes both a colloquium and individual consultations with thesis chair (or, if not writing a thesis, another faculty member.) The colloquium will focus will on the refinement of research questions, the specifics of the design, and the Human Subjects in Research application process. Consultations with thesis committee chair or other faculty member will focus on the development of a manuscript that clearly details the purpose of the research, summarizes relevant literature, and identifies proposed design/methodology for the research project.

**Course Goals**

This course focuses primarily on the development of the thesis proposal and instruction on the completion of the HSRC applications. Students will receive tools and support necessary to move forward in the proposal process. Successful completion of the course will include

- Understand the thesis proposal process
- Create a tentative timeline for completion of proposal and conduct of research project
- A draft, outline, or clear plan for the thesis proposal (or other research proposal if not completing a thesis)
- A draft, outline, or clear plan for completing the HSRC application
- Increased knowledge of research methodology and design

**Course Materials**

**Recommended Texts:**

Leong & Austin (1996). *The Psychology Research Handbook. A Guide for Graduate Students & Research Assistants.* Thousand Oaks, CA: Sage Publications

Heppner, P. (2003). *Writing and Publishing Your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions.* Thompson Learning

***Supplementary Texts & Workbooks***

American Psychological Association (2010). *Publication manual of the American Psychological Association.* (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

**Additional Course Materials on Moodle**

**Course Requirements**

***Class Participation/Meetings with Thesis Advisor (20%)***

The colloquium aspect of the class is vital to everyone's learning. These meetings will cover basic topics regarding proposal development and will also include a round-table discussion of the progress/challenges each student is having with their proposals. Attendance at monthly meetings and active participation in the discussion about each person's research is expected. Additionally, monthly meetings with thesis chair to provide individual support is also expected.

***Self Selected Readings (10%)***

The readings for the semester and the major assignment will be related to each student's unique research interests and based on where they are in the development of their proposal. However, several reading will be expected and a reading log/bibliography collected at the end of the semester.

***HSRC Ethics Training 5%***

Successful completion of on-line training required by the HSRC. Copy of completion certificate to be turned in with HSRC application Draft

***HSRC application draft 15%.***

Draft/outline of HSRC application including short statement of purpose and design; identifying risks/benefits; first person scenario; draft of consent forms. (If not completing a thesis, additional assignment will be given in lieu of HSRC proposal)

***Thesis (Research Project) Proposal Draft (50%)***

The major assignment for the class will be the draft, outline, or plan for completion of the thesis proposal along with a draft of the HSRC application.

**Attendance Requirements:** Students will be required to attend the colloquium class Due to the nature of the colloquium, if a student misses a class they will be required to make up the class by attending an additional session of the colloquium or **meeting an extra time with their thesis chair who may also require and additional assignment/reading.**

**Evaluation and Assessment:**

**As the course will be offered on a CR/NC basis, students must receive at least 80% of the total possible points to receive credit for the class. Final grades will be based on 200 point total and will be distributed as follows:**

**160 and above (80% of total points) - CR**  
**Below 160 (less than 80% of total points) - NC**

**Assignments**

<b>Class Participation</b>	<b>40</b>
<b>Reading Log/Bibliography</b>	<b>20</b>
<b>Ethics Training</b>	<b>10</b>
<b>Draft HSRC application</b>	<b>30</b>
<b>Thesis (Research Project) Proposal</b>	<b>100</b>
<b>Total</b>	<b>200</b>

**An additional determination of grades is as follows. If the minimum expectations for an assignment are met, the assignment, the grade given will be equivalent CR. If the assignment does not meet minimum expectations, and/or is missing any components, NC will be assigned. These expectations will be presented to the students when the assignment is given.**

## **Tentative Schedule of Classes/Assignments**

Meeting 1- Overview of Proposal Development Process/Check In  
Strategies for Working on Project

Introduction and Purpose

Review Timeline for Proposal

Meeting 2 –Prospectus of Project

Literature Review

Roundtable on projects

Meeting 3 – Discuss Methods/Design/ Roundtable on projects

Meeting 4 – Discuss IRB Process/Integrating into Design/ Roundtable on projects

Meeting 5 - TBA

## Partial Bibliography

### Thesis Writing Books

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

Cone, J.D. & Foster, S.L. (1993). *Dissertations and theses from start to finish*. Washington, DC: American Psychological Association.

Galvan, J.L. (1999). *Writing Literature Reviews*. Los Angeles: Pyczak Publishing.

Heppner, P.P., & Heppner, M.J. (2004). *Writing & Publishing Your Thesis, Dissertation, & Research*. Belmont, CA: Brooks/Cole- Thompson Learning

### Research Methods and Stats Books

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

Cone, J.D. & Foster, S.L. (1993). *Dissertations and theses from start to finish*. Washington, DC: American Psychological Association.

Creswell (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2<sup>nd</sup> ed). Thousand Oaks: Sage.

Creswell (2009) *Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches* (3<sup>rd</sup> Ed). Thousand Oaks: Sage

Denzin & Lincoln (2000). *Handbook of Qualitative Research* (2<sup>nd</sup> Ed.). Thousand Oaks: Sage

Gehart, D. R., Ratliff, D. A. & Lyle R. R. (2001). Qualitative research in family therapy: A substantive and methodological review. *Journal of Marital and Family Therapy*, 27, 261-274

Hawley, D. R. & Geske, S. (2000). The use of theory in family therapy research: A content analysis of family therapy journals. *Journal of Marital and Family Therapy*, 26,17-22.

Heppner, P.P., Kivlighan, D. M., & Wampold, B.E. (2008). *Research Design in Counseling* (2<sup>nd</sup> Ed.). Pacific Grove, CA: Brooks/Cole.

Holcomb, Z.C. (2007). *Interpreting Basic Statistics* (5<sup>th</sup> Ed.) A Guide and Workbook Based on Excerpts from Journal Articles. Los Angeles: Pyczak Publishing.

Holcomb, Z.C. (1997). *Real data. A statistics workbook based on empirical data*. Los Angeles: Pyczak Publishing.

Maxwell, J.A. (2013). *Qualitative Research Design: An Interactive Approach* (3<sup>rd</sup> Ed.). Thousand Oaks: Sage

O'Fallon, L. R., Tyson, F. L. & Dearth, A. (March 2000). *Successful models of community-based participatory research*. National Institute of Environmental Health Services. Pp. 1-80.

Pryzak, F. (2008). *Evaluating Research in Academic Journals* (4<sup>th</sup> Ed.) Los Angeles: Pyczak Publishing.

Patten, M.L. (2009). *Understanding Research Methods* (7<sup>th</sup> Ed.) Glendale CA: Pyczak Publishing

Mertler, C.A. & Vannatta, R. A. (2005). *Advanced and Multivariate Statistical Methods. Practical Application and Interpretation* (3<sup>rd</sup> Ed.) Glendale, CA: Pyczak Publishing

- Rosenthal, J.A.(2001). *Statistics and Data Interpretation for the Helping Professions*. Belmont, CA: Wadsworth/Thompson Learning
- Rubin, A. (2007). *Statistics for Evidence-Based Practice & Evaluation*. Belmont, CA: Wadsworth/Thompson Learning
- O'Fallon, L. R., Tyson, F. L. & Dearry, A. (March 2000). *Successful models of community-based participatory research*. National Institute of Environmental Health Services. Pp. 1-80.
- Sandberg, J G., Johnson, L. N., Robila, M. & Miller, R. B. (2002). Clinician identified barriers to clinical research. *Journal of Marital and Family Therapy*. 28, 61-67.
- Thomas, V. (2002). Conducting research with community agencies: Meeting recruitment and collaboration challenges. *Journal of Marital and Family Therapy*, 28, 9-14.
- Williams, L.M., Patterson, J.E., Miller, R.B., (2006). Panning for Gold. A clinician's guide to using research. *Journal of Marital and Family Therapy*. 32, 17 - 32.