

Lewis & Clark College
Graduate School of Education and Counseling
Counseling, Therapy, & School Psychology
CTSP 594: Proposal Writing
Fall 2021

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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 completing the HSRC application
- A draft, outline, or clear plan for the thesis proposal
- Increased knowledge of research methodology and design

Course Materials

Required Text:

Bell, D.J., Foster, S.L. & Cone, J. D. (2019) *Dissertations and Theses from Start to Finish: Psychology and Related Fields* (3rd Ed) Washington, DC: American Psychological Association.

American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7th Ed.). Washington, DC: American Psychological Association.

Recommended & Supplementary Texts:

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

Leong & Austin (2005). *The Psychology Research Handbook. A Guide for Graduate Students & Research Assistants* (2nd Ed). Thousand Oaks, CA: Sage Publications

Machi, L.A. & McEvoy (2016) *The Literature Review: Six Steps to Success*. Thousand Oaks, CA: Sage Publications

Ridley, D. (2012). *The Literature Review* (2nd Ed.). Thousand Oaks, CA: Sage

Additional Course Materials on Moodle Policies

Attendance requirements: Per CTSP Department policy, class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 1.5 hours for a 15 hour class (1 credit), 3.0 hours for a 30 hour class (2 credits) and 4.5 hours of a 45 hour class (3 credits). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work. Please note that exceptions to these policies may be worked out if you have an illness or family situation related to COVID-19.

Additional Attendance Notes: 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.**

Accommodations for Students with Special Needs and/or Disabilities: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (https://www.lclark.edu/offices/student_support_services/). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Lewis & Clark Graduate School Essential Policies: This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](https://www.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](https://www.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](https://www.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

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 150 point total and will be distributed as follows:

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

Assignments

Class Participation	20
Reading Log/Bibliography	15
Ethics Training	15
Draft HSRC application	60
Thesis (Research Project) Proposal	40
Total	150

Additional Evaluation Notes

- Each assignment will be evaluated to ensure that minimum requirements are met; if requirements are met, 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.
- As the goal of this class is completion of thesis proposal, students will receive a DFD grade until a complete proposal has been submitted to instructor.

Course Requirements

Class Participation/Meetings with Thesis Chair (20 pts)

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, meetings with thesis chair to provide individual support is also expected.

Bibliography of Self Selected Readings (15 pts)

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 (CITI) Ethics Training (15 pts)

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/outline (60 pts)

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 (40 pts)

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.

Tentative Schedule of Classes/Assignments*

Introductory Meeting:

- Check ins and creation of schedule for semester.
- Overview of Proposal Development Process/Check In

Meeting 1-

- Review Timeline for Proposal & Thesis
- Literature review
- HSRC application component:
 - Purpose and Design of Research:
- Roundtable and Updates on projects

Meeting 2 –

- Discuss Methods/Design
- HSRC Component
 - Design
 - Selection and Recruitment of Participants
 - Instruments chosen and/or developed

- Roundtable and Updates on projects

Meeting 3

- Methods and Procedure
- HSRC application component
 - First Person Scenario
 - Pilot Testing Questions
- Roundtable and Updates on projects

Meeting 4 –

- IRB Process/Integrating into Proposal
- Aspects of Informed Consent
- HSRC components:
 - Risk and Benefit
 - Confidentiality
 - Debriefing (rarely needs address this)
 - Informed Consent
- Roundtable and Updates on projects

Meeting 5 –

- IRB Process/Integrating into Proposal
- Update on progress
- Goals for next semester

* Meeting topics may be modified based on needs of current students

Partial Bibliography

Thesis Writing Books

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th 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: Pyrczak 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*. (6th 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 (2nd ed)*. Thousand Oaks: Sage.

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

Denzin & Lincoln (2000). *Handbook of Qualitative Research (2nd 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 (2nd Ed.)*. Pacific Grove, CA: Brooks/Cole.

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

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

Maxwell, J.A. (2013). *Qualitative Research Design: An Interactive Approach (3rd 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.

Pyrczak, F. (2008). *Evaluating Research in Academic Journals (4th Ed.)* Los Angeles: Pyrczak Publishing.

Patten, M.L. (2009). *Understanding Research Methods (7th Ed.)* Glendale CA: Pyrczak Publishing

Mertler, C.A. & Vannatta, R. A. (2005). *Advanced and Multivariate Statistical Methods. Practical Application and Interpretation (3rd Ed.)* Glendale, CA: Pyrczak 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.