Syllabus – Fall 2025

Course Information:
PSYC 5398: Research Seminar in Psychology (Wednesdays 6:00 –8:40 p.m.)
PSYC 4331: Advanced Research Methods (Wednesdays 6:00 –8:40 p.m.)

Instructor Information:
Dr. Eric Stocks
Office: HPR 255 (or Psychology Research Lab HPR 254)
Office Hours: Wednesdays 6:00 – 7:00 pm or by Appointment
Email: estocks@uttyler.edu

Zoom link for office hours (during weeks we do NOT meet on campus):
https://uttyler.zoom.us/j/3745292978

Suggested Texts:
American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7th Edition*. Washington, D.C.: APA

Vision Statement

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission Statement

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Course Description: This course is a capstone experience, in which students identify a research topic, conduct comprehensive literature reviews, and then develop a substantial written Research Seminar Paper, which may be a critical literature review, an original, small empirical research project, an original, applied evaluation project, or an original grant proposal. The Research Seminar Paper will be in the form of a professional journal article manuscript, though it is not required to submit it to a journal.

Student Learning Outcomes and Assessments: At the end of this course, successful students will be able to:

1. Select a topic of relevance to their psychology area, drawing on different theories, perspectives and past research studies and methods
2. Review and critically evaluate published research in psychology and related disciplines.
3. Write a comprehensive review of literature on a topic in psychology or a related discipline
4. Write a journal length manuscript, appropriate for submission to a professional journal in psychology or a related discipline. This manuscript will be one of the following: 1) an original, small empirical research project; 2) a comprehensive literature review; 3) an original, small applied evaluation project; or 4) an original grant proposal. This manuscript will include appendices in which complete literature reviews, detailed data analyses, instruments and other relevant materials are presented.

Grade Detail:

Source	Points Possible
Weekly assignments (Combined)	100
Final Revised Manuscript	200
Total	300

Grade Range (Total Points)
A = 270 to 300
B = 240 to 269
C = 210 to 239
D = 180 to 209
F = 179 or less

Note: Failure to submit the Final Revised Manuscript on time will result in an automatic F for the course.

Course Process and Requirements:

Course Overview:
At the beginning of this course, students will meet weekly with the course instructor for the purposes of reviewing the course requirements, learning about research design elements, and to develop research topics and projects. Once projects have been identified, students will prepare a brief research prospectus. Upon approval of the prospectus, students will identify a faculty research mentor and work with him/her for the remainder of the course/project. This may involve participation in a faculty research group, or may be done individually. After the project is completed, students will prepare their final Research Seminar Paper and submit it to both their Research Mentor and the course instructor. The final requirement is for students to present their research for either oral presentation or in poster format, at a departmental Research Colloquium or Conference, held at the end of each semester.

Grading: This course is graded with a standard grading scale based on the weekly assignments and on the course instructor and faculty research mentors' evaluations of the completed research seminar paper (see above for details).

NOTE: ALL ASSIGNMENTS ARE DUE BY 6:00 P.M. VIA CANVAS ON THE Wednesdays NOTED ON THE SYLLABUS.

No incompletes or late assignments are allowed in this course. If you do not submit the completed final project on time, you will fail the course. NO EXCEPTIONS!!!!!

AND, JUST TO BE CLEAR, PLAGIARISM WILL NOT BE TOLERATED!!!!

Note: * indicates On Campus Lecture dates

Class Date	Topic
8/27*	Introductions, Orientation (In-Class Meeting)
9/3*	Research Basics (In-Class Meeting) – Students will select a project TYPE and contact a research mentor by this class meeting
9/10*	**IRB Training (required), plus Hypothesis / Research Proposal Due**
9/17	**Rough Outline of Paper Due**
9/24	**Written Progress Report Due**
10/1*	**Revised Rough Outline of Paper Due** Class meeting to discuss research projects (In-Class Meeting)
10/8	**Written Progress Report Due**
10/15	**Detailed Outline of Paper Due**
10/22	**Written Progress Report Due**
10/29	**Complete Rough Draft of Project Due – Submit to course instructor and to research mentor**
11/5	No Assignment Due – Pick up and Revise Papers
11/12	No Assignment Due – Finish Paper Revisions
11/19	**Completed Final Project Due – Submit to course instructor and to research mentor**

NOTE: A FULL, COMPLETED, FINAL DRAFT MUST BE SUBMITTED ON TIME. NO LATE PAPERS WILL BE ACCEPTED.

12/3	If, and only if, there are major problems with your final paper, a Revised Final Project will be due – Submit to course instructor and to research mentor

NOTE: THE FINAL PROJECT WILL BE USED TO ASSIGN FINAL COURSE GRADES. IT MUST BE SUBMITTED ON TIME TO ME AND YOUR RESEARCH MENTOR. NO LATE PAPERS WILL BE ACCEPTED.

University Policies

Disability Assistance: If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579).

Grade Replacement: If you are repeating this course for grade replacement, **you must file an intent to receive grade forgiveness with the registrar by the 12th day of class.** Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during her/his career at UT-Tyler (2006-08 Catalogue page 35.)

Grade Grievances: Grade grievances can be filed only after final grades have been posted after the end of the semester, but must be made within 90 days of the semester end. To file a grade grievance, refer to the appropriate section of the UTT Catalog (p. 38). Since the instructor for this course is also the Department Chair, appeals beyond the instructor will be submitted to the Dean of the College of Education and Psychology.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Clinical Psychology LEARNING OUTCOMES

1.0 Psychological Diagnosis and Conceptualization: Students will accurately diagnose and conceptualize major DSM-IV-TR Axis I and Axis II psychological and emotional disorders. (MPAC-C5)

2.0 Psychological Assessment: Students will competently administer, score and interpret, and report findings from psychological assessments. (MPAC-C5)

3.0 Psychological Therapy Methods: Students will describe, explain, discuss the scientific basis for psychological therapy methods/interventions, and demonstrate effective psychological therapy skills. (MPAC-C2)

4.0 Psychology Ethical and Legal Principles: Students will demonstrate understanding of ethical standards of professional organizations and credentialing bodies and applications of national and state ethical and legal considerations in professional psychology and counseling. (MPAC-C3)

5.0 Cultural Diversity and Development: Students will demonstrate an understanding of the nature and impact of human and cultural diversity on the practice of clinical psychology, theories of multicultural counseling competencies, identity development, and social justice, strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination. (MPAC-C4)

6.0 Research Methodology and Analysis: Students will demonstrate an understanding of research methods and statistical analysis, including the critical appraisal of psychological research. (MPAC-B)

Counseling Psychology M.A.:

1.0 Human Growth and Development: Students will demonstrate understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including theories of individual and family development and transitions across the life-span, theories of learning and personality development, including current understandings about neurobiological behavior, and the effects of crisis, trauma and disasters on individuals of all ages.
Counseling Appraisal and Assessment: Students will describe, explain, discuss and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.

2.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

3.0 Professional Orientation and Ethics: Students will demonstrate understanding of ethical standards of professional organizations and credentialing bodies and applications of national and state ethical and legal considerations in professional psychology and counseling, professional organizations, and professional credentialing, including certification, licensure, and the effects of public policy on these issues.

5.0 Social/Cultural Diversity Issues and Skills*:* Students will demonstrate an understanding of the nature and impact of human and cultural diversity on assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

7.0 Career Development and Counseling: Students will demonstrate an understanding of career development and related life factors, including career development theories and decision-making models, career development program planning, organization, implementation, administration, and evaluation, assessment instruments and techniques that are relevant to career planning and decision making, and career counseling processes, techniques, and resources.

8.0 Research Methodology and Analysis: Students will demonstrate an understanding of research methods and statistical analysis, including the critical appraisal of psychological research.

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.