CPSY 530: RESEARCH SEMINAR IN COUNSELING PSYCHOLOGY
Fall 2021
Loyola University Chicago

Class time: Monday, 1:40 pm – 4:00 pm
Instructor: Eunju Yoon, Ph.D.
Campus office: Lewis Tower 1036
Email: epyoon@luc.edu
Phone: 312-915-6461
Virtual office hours: By appointment

Responsiveness: You are encouraged to reach out to the instructor at any time with questions or concerns that you may have. I usually respond to student emails within 24 hours during the weekdays. Also, if needed, we can talk via Zoom as our schedules allow.

Group or class meetings: see pp. 4-5.

Required Reading


*School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This website also offers information on University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.
*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all **LUC REQUIRED Safety Protocols.**

*COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

Course Description and Learning Outcomes: The primary purpose of this research seminar in counseling psychology is to provide third year doctoral students with an opportunity to develop a research proposal for 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 hypotheses and study 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.

SOE Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.
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.

Grading: For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-93 points A
92-90 points A-
89-87 points B+
86-83 points B
82-80 points B-
79-77 points C+
76-73 points C
72-70 points C-
69-67 points D+
66-60 points D
59- F

Assignment Descriptions:

***Submit all assignments via the Sakai Assignment links by Sunday 11:55 pm.

***Late work/Make-up policy: Late work will have 10% of points deducted from the total possible score for each delayed day.

1. Participation (13 points): 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 (2 points): 9/12
Submit two dissertations that can be guiding examples for your dissertation writing (consider both topics and research methods).

3. Research questions (5 points): 9/19
Submit your research questions and we will review them in class.
4. Literature search results (5 points): 10/03
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 points): 10/17
Submit your research hypotheses and we will review them in class.

6. Ch. 1 (Introduction; 10 points): 10/31
Submit Ch. 1 of your dissertation.

7. Ch. 3 (Methods; 10 points): 11/21
Submit Ch. 3 of your dissertation.

8. Proposal presentation (10 points): 12/06
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 their 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.

9. Dissertation proposal (40 points): 12/09
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

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<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Aug 30</td>
<td>Introduction</td>
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<tr>
<td>Sep 6</td>
<td>No class: Labor Day</td>
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<tr>
<td>Sep 13</td>
<td>Research topic and questions</td>
<td>Chs.1-5: overview, topics, timeline, committee</td>
<td>Sample dissertations (Due 9/12)</td>
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<td>Dissertation committee</td>
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<td>Sep 20</td>
<td>Literature search</td>
<td>Ch. 6: literature review</td>
<td>Research questions (Due 9/19)</td>
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<td>Sep 27</td>
<td>Research hypotheses</td>
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<td>Oct 4</td>
<td>Research design</td>
<td>Chs. 7-9: methodology, measures, data analysis plan</td>
<td>Literature search results (Due 10/03)</td>
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<td>Oct 11</td>
<td>No class: Fall break</td>
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<td>Date</td>
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<td>Chapter</td>
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<td>Oct 18</td>
<td>Writing Ch. 1: Introduction</td>
<td>Ch. 10: data collection and analysis</td>
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<td></td>
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<td>Research hypotheses</td>
<td>(Due 10/17)</td>
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<td>Oct 25</td>
<td>Writing Ch. 1: Introduction</td>
<td>Ch. 11: writing results</td>
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<td>Nov 1</td>
<td>Writing Ch. 1: Introduction</td>
<td>Ch. 12: writing discussion</td>
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<td>Nov 8</td>
<td>Writing Ch. 3: Methods (participants, procedure, instruments, and data analyses)</td>
<td>Ch. 13: proposal and defense</td>
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<td>Nov 15</td>
<td>Writing Ch. 3: Methods</td>
<td>Ch. 14: publication</td>
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<td>Nov 22</td>
<td>Writing Ch. 3: Methods</td>
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<tr>
<td>Nov 29</td>
<td>Data collection, analysis, and report</td>
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<td>Dec 6</td>
<td>Presentation</td>
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<td>Dec 9</td>
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***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

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.
**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 and Digication**

All students, except those who are non-degree, may 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](#).

**Digication** is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

**Additional ONLINE Course Policies**

* **Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

* **Synchronous Meetings**

Zoom link for synchronous meetings: See the Sakai overview page for a zoom link.

* **Student Participation**

Students are expected to attend all synchronous meetings.

* **Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.
*Student Support*

Special Circumstances—Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

*Center for Student Access and Assistance (CSAA)*

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/cssa*. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.*

Syllabus Addendum Link

https://www.luc.edu/education/academics/syllabi/