Counseling Psychology Courses

CPSY 424-002  
Career Development & Counseling, WTC  
This course examines research and theories on career development and counseling and their applications to assessing, treating, and preventing career-related problems across the life-cycle. Outcome: Students will be able to demonstrate an understanding of five major theories of career development; the structure of vocational interests, needs, and abilities and how each can be assessed, major sources of occupational information; how to apply theory and research to problems of career choice-making, job finding, and work adjustment.

CPSY 425-001  
Assessment in Counseling, Xu, Online  
This course provides an introduction to the basic principles involved in using tests, inventories, observational procedures, and other forms of assessment in counseling. Outcome: Students will be able to demonstrate an understanding of the conceptual underpinnings of reliability, validity, and the use of norms and score transformations and how these apply to the professional and ethical use of assessment information in counseling.

CPSY 435-001  
Selected Topics in Counseling, Miller, Online  
This is an advanced seminar on selected topics in counseling. Topics vary, but typically have included the following: school counseling, community counseling, psychology of oppression, prevention and outreach, and supervision. Outcome: Outcomes vary with topic. Topic: History and Systems of Psychology

CPSY 437-001  
Addiction Counseling, Emery, Online  
This course is designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area. Outcome: Students will demonstrate knowledge of the etiology and diagnosis of substance abuse problems and their treatment from major theoretical perspectives.

CPSY 437-002  
Addiction Counseling, Online  
This course is designed to provide an introduction to the fundamentals of addiction counseling. This course will supply students with the requisite knowledge relevant in this area. Outcome: Students will demonstrate knowledge of the etiology and diagnosis of substance abuse problems and their treatment from major theoretical perspectives.
CPSY 444-001  Family Therapy I, Yoon, Online  
This course is designed to introduce students to foundational approaches and theories of family therapy. 
Outcome: Students will be able to apply foundational theories and their corresponding interventions to clinical problems in a family context.

CPSY 444-002  Family Therapy I, Yoon, WTC  
M, W 5-8pm  
This course is designed to introduce students to foundational approaches and theories of family therapy. 
Outcome: Students will be able to apply foundational theories and their corresponding interventions to clinical problems in a family context.

CPSY 454-001  Human Development: Cognitive, Affective & Psychological Bases, Vera, Online  
This course is a graduate-level survey of human development across the lifespan. 
Outcome: To build the students' foundational knowledge of lifespan developmental theories and research and to critically examine the extent to which cultural variation is included and/or excluded from developmental theories.

CPSY 454-002  Human Development: Cognitive, Affective & Psychological Bases, Online  
This course is a graduate-level survey of human development across the lifespan. 
Outcome: To build the students’ foundational knowledge of lifespan developmental theories and research and to critically examine the extent to which cultural variation is included and/or excluded from developmental theories.

CPSY 458-001  Adolescent Development and Counseling  
Vera, WTC  
T, TH 5-8pm  
This course provides in-depth study of psychological theories and research relevant to adolescent development. 
Outcome: Students will be able to apply relevant theories to promote well-being and academic success in adolescents and prevent psychological and academic problems.  
(Prerequisite: CPSY 454)

Research Methods Courses

RMTD 400  Introduction to Research Methodology, Xu & Miller, Online  
This course provides an introduction to research methods used in education and the social sciences including qualitative and quantitative research designs. 
Outcome: Students will be able to critique the argument and methods used in a primary research study, to integrate in a written literature review the results of studies in order to present an argument, and to understand the ethical issues involved in research with human subjects.

RMTD 404  Introduction to Educational Statistics, Young, WTC  
M, W 5-8pm  
This graduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions. 
Outcome: Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis.
RMTD 407  Introduction to Evaluation Theory, Kallemeyn, WTC
This course introduces students to program evaluation theory in the social sciences, including various conceptualizations of evaluation, historical development of the field, purposes of evaluation, and social and political contexts of evaluation practice.

RMTD 410  Communicating Research Findings, Wade, Online
This course will expose students to strategies for developing clear arguments in engaging, relevant, content-rich papers and presentations. This course will familiarize students with conventions of written research that improve acceptance and publication rates. It will also explore alternative forms of representing research findings.

RMTD 422  Single Subjects Design, Coffee, Online
This course will expose students to strategies for developing clear arguments in engaging, relevant, content-rich papers and presentations. This course will familiarize students with conventions of written research that improve acceptance and publication rates. It will also explore alternative forms of representing research findings.

RMTD 580  Advanced Qualitative Critical Inquiry, Chang, Online
“What is the role of qualitative critical research when the need for social justice has never been greater?” (p. 1) ask Denzin and Lincoln (2017). In this course, we will explore the meaning and application behind the terms: research, inquiry, critical, social justice, transformative, dialogic, reflexive, participatory, emancipatory, narrative, resistance love, loss, praxis, rigor, and writing as a way of being in the world. Guest scholars who specialize in such methods will describe their purpose and process with qualitative critical research. Students will leave this course able to speak the language of qualitative research in new, robust, and meaningful ways coupled with a better understanding of who they are as researchers and the possibilities of social transformation through qualitative design

Email SOEelectives@luc.edu for approval to register.
SOE Graduate Courses at the John Felice Rome Center in Rome, Italy

For the 30th consecutive year, the School of Education will offer graduate courses at Loyola University’s John Felice Rome Center campus on a two-week schedule designed specifically for working professionals, like you. Take one of our summer courses in Rome to reboot, reignite and to transform your professional plan.

All SOE courses at JFRC carry three hours of graduate credit and are adapted to make use of the cultural and historical resources of Rome so that the Eternal City itself becomes part of the classroom. Explore this amazing opportunity to engage in cross disciplinary academic engagement; professional development and live out our Jesuit tradition - traveling to teach, learn, discern and imagine.

Educational Leadership & Policy Studies Courses

ELPS 465 Interdisciplinary Educational Leadership: Cross Cultural Methods to Advance Justice, Cafferty & Nelson, Rome
The purpose of this course is to provide an integrated, immersive learning experience for PK-20 educators, including but not limited to teachers, administrators, school psychologists, university personnel, etc. Educators work daily to open their doors to families, students, and parents, all who are from diverse cultures and backgrounds. The word “catholic” is defined as all-embracing, and at a Catholic Jesuit university we work to be people for others, seeing God in all things. Educators also work to ensure equal access to education, equal quality of education, and equal opportunities in education for all children and families. Advocating for the educational and mental health rights and opportunities of others is a foundational for all educators. Given that educators across different professions/disciplines must work together, it is ideal to provide training experiences in which they can learn together as well as learn from each other about how to better understand their own cultural beliefs and values and immerse in the process of understanding the cultural beliefs and values of others in order to collaboratively advance justice in education.

Curriculum, Instruction & Educational Psychology Courses

CIEP 556 Problem Solving, Thinking and Creativity, Fenning & Edejer, Rome
Problem-solving, thinking, and creativity is a unique opportunity for students to develop research questions, apply metacognitive concepts, and reflect on their potentially shifting worldviews- all within the framework of the Rome immersion experience. The purpose of this course is to provide an integrated, immersive learning experience for PK-20 educators, including but not limited to teachers, administrators, school psychologists, university personnel, etc. This course is especially rooted in the Ignatian Pedagogy Paradigm, applying the domains at different points of the course.

Full Information Regarding Courses Available At: https://www.luc.edu/education/international/graduate/index.shtml

Scholarships may be available. Please contact Dr. Siobhan Cafferty for more details - scaffer@luc.edu