CPSY 531: PROFESSIONAL, ETHICAL AND LEGAL ISSUES IN COUNSELING PSYCHOLOGY

Fall 2016
Loyola University Chicago

Day & Time: Monday, 1:30 pm – 4:00 pm
Room: CLC 323

Instructor: Eunju Yoon, Ph.D.
Office: LT 1036
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Fax: (312) 915-6660
Email: eyoon@luc.edu
Office Hours: Tuesday: 10:45 am – 12:45 pm; By appointment

Required Text
Additional readings listed on pp. 6-8.

All students must have access to LiveText (http://www.luc.edu/education/admission/tuition/course-management-fee/).

Course Description and IDEA Objectives
This is a doctoral-level seminar on professional, ethical and legal issues in counseling psychology. As such, it will cover (a) the history and current status of counseling psychology as an academic discipline and psychology profession, (b) professional identity development and different careers in counseling psychology, (c) major areas of contemporary counseling psychology inquiry (i.e., social justice, internationalization, prevention, evidence-based practice, multicultural psychology, and vocational psychology), (c) issues affecting professional practice (i.e., managed care, prescription privileges, health psychology, telepsychology, and licensing), and (e) ethical and legal issues involved in practice and research. The seminar will also introduce students to the publication process.

1. Students gain factual knowledge (terminology, classifications, methods, trends).
2. Students develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Students develop skill in expressing themselves orally or in writing.
4. Students learn to analyze and critically evaluate ideas, arguments, and points of view.
5. Students acquire an interest in learning more by asking their own questions and seeking answers.

IDEA Course Evaluation Link for Students:
IDEA Campus Labs website: http://luc.edu/idea/ Click the Student IDEA Log In to complete your course evaluation at the end of the course.
School of Education Conceptual Framework

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. Students will learn to critically evaluate current bodies of knowledge in the profession of counseling psychology. The conceptual framework of the School of Education is described here: www.luc.edu/education/mission/.

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, fairness and/or the belief that all students can learn. The specific dispositions that students should develop in this class are professionalism, fairness/equity and belief that all students can learn. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

Technology: In this course students will use technology to aid them in communicating and locating resources. The email listserve will provide a convenient way for students to communicate with one another in between class meetings. Students will be able to locate professional resources (e.g., journal articles, professional organizations, published reports) on the World Wide Web.

Diversity: The Counseling Psychology Program is committed to issues of diversity including but not limited to race/ethnicity, gender, sexual orientation, social class, and religion/spirituality. In this course students will reflect on diversity issues in the aforementioned areas. Students’ understanding of multicultural psychology will be assessed through class presentations and discussion.

General Policies: General policies on academic honesty, accessibility, conceptual framework, ethicsline reporting hotline, electronic communication policies and guidelines can be found at: http://luc.edu/education/syllabus-addendum/

Evaluation: Grades will be distributed according to the following scale and will be based on the course requirements that follow:

Grading Scale:

Criteria...........................................................Percentage of Final Grade

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Weekly Discussion Questions</td>
<td>30%</td>
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<tr>
<td>Class Presentations</td>
<td>30%</td>
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<tr>
<td>Reflection Paper</td>
<td>20%</td>
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<tr>
<td>IRB On-Line Training</td>
<td>10%</td>
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Course Requirements

Class Participation. Class attendance and participation are critical in doctoral seminars. Thus, you are expected to read the assigned readings and participate actively in class discussions (10% of final grade).

Weekly Discussion Questions. You are expected to read the assigned readings every week, and turn in two discussion questions based on the readings by 8 am on the day class meets (email). Each question should be from a different article/book chapter or a synthesized question from multiple readings. Your questions should reflect your evaluative understanding of the readings (30% of final grade).

Class Presentations. A seminar is an educational vehicle that is largely student-directed. Thus, you will be asked to make four presentations during the course of the seminar (30% of final grade).

(a) Presentations #1 -- #12: Each student will select two topics (first presentation, #1--#6 and second presentation, #7--#12) and lead one-hour class discussion for each topic. The presenter should summarize the major issues on the topic (no more than one page) and lead the class in a discussion on these issues. All students should have read the relevant chapters and articles.

(b) Presentations #13--#18: Each student should do a case presentation on ethical and legal issues. The presenter should either develop a case scenario or use a case from his/her clinical experience and lead a 40 minute class discussion on the case. The presenters should use an ethical decision making model to guide their decision making process and class discussion. The presentation should be designed to develop students’ critical thinking and ethical decision making skills.

IRB On-Line Training. Each student should also complete the Collaborative IRB Training Initiative (CITI) course. This course is required of all Loyolans substantially involved in research and anyone who submits an IRB application. To be certified, you must complete the module quizzes with an overall score of 80% and the certification is “good” for three years. The course takes about 3 hours to complete and does not have to be completed in one sitting. You will find instructions for obtaining a CITI password and completing (and documenting your completion) the course at Loyola’s IRB website through the Office of University Research Services. Email the evidence of completed training to the instructor by 8 am of the due date (10% of final grade). Due Nov 7

Reflection paper. Based on the course readings and discussion, write a 10-12 page reflection paper on your overall learning and growth as a counseling psychologist in training. You may reflect on your learning throughout the semester, critically synthesize and evaluate it, and discuss your learning and growth. This is a reflection paper, so you may or may not include citations. The paper will be evaluated based on the comprehensiveness of your learning, depth of insightful reflection, capability to critically evaluate your learning and develop your own thoughts, and writing skills (20% of final grade). Due Nov 28
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Aug 29</td>
<td>• Introduction and overview</td>
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<td>Sep 5</td>
<td>No Class: Labor Day</td>
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<tr>
<td>Sep 12</td>
<td>• History of counseling psychology</td>
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<td></td>
<td>• Professional identity development 1</td>
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<tr>
<td>Sep 19</td>
<td>• Professional identity development 2 #1___________</td>
<td>B &amp; L, Ch. 2: The changing landscape in counseling psychology (pp. 28-34)</td>
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<td></td>
<td>• Prescription privilege and health psychology: #2_______________________</td>
<td>Additional readings</td>
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<tr>
<td>Sep 26</td>
<td>• Telepsychology #3___________</td>
<td>B &amp; L, Ch. 3: Technological advances</td>
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<td>• Internationalization #4____________________</td>
<td>B &amp; L, Ch. 5: Internalization</td>
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<td>Additional readings</td>
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<tr>
<td>Oct 3</td>
<td>• Managed care #5______________</td>
<td>B &amp; L, Ch. 2: The changing landscape in counseling psychology (pp. 21-28)</td>
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<td>• Licensing #6____________________</td>
<td>K &amp; K, Ch. 7: The mental health business</td>
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<td>K &amp; K, Ch. 4: Competence and credentials</td>
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<td>Oct 10</td>
<td>No Class: Fall Break</td>
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<td>Oct 17</td>
<td>• Evidence-based practice #7 ________________</td>
<td>B &amp; L, Ch. 14: Psychotherapy outcome</td>
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<td>#8 ______________________</td>
<td>B &amp; L, Ch. 15: Common factors</td>
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<td>Additional readings</td>
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<td>Oct 24</td>
<td>• Multicultural Psychology race/ethnicity, gender, social class, sexual</td>
<td>B &amp; L, Ch. 10: Social class and classism</td>
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<td>orientation, religion/spirituality, and social justice</td>
<td>B &amp; L, Ch. 11: Gender</td>
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<td>B &amp; L, Ch. 12: Sexual orientation</td>
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<td></td>
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<td>B &amp; L, Ch. 4: Social justice</td>
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<td>Additional readings</td>
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<tr>
<td>Oct 31</td>
<td>• Vocational psychology #9___________________</td>
<td>B &amp; L, Ch. 21: Vocational theories</td>
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<td>• Prevention #10____________________</td>
<td>B &amp; L, Ch. 28: Risk and resilience</td>
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<td>Additional readings</td>
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**Nov 7**  
- Publication process  
- Research productivity  

K & K, Ch. 19: Ethics in publication and research  
Additional readings  

**IRB training due**

**Nov 14**  
- Ethical decision making and liability  
  #11: ___________________  
  #12: ___________________  

B & L, Ch. 1: Legal and ethical issues.  
K & K, Appendix A: APA ethical principles and code  
K & K, Ch. 1: On being ethical  
K & K, Ch. 2: Ethical decision making  
K & K, Ch. 3: Enforcement of ethical conduct  
K & K, Ch. 17: Tort and retort  

**Nov 21**  
- Ethics case presentation  
  #13: ___________________  
  #14: ___________________  
  #15: ___________________  

K & K, Ch. 5 & 6: Psychotherapy  
K & K, Ch. 8: Privacy, confidentiality, & record keeping  
K & K, Ch. 9: Assessment  

**Nov 28**  
- Ethics case presentation  
  #16: ___________________  
  #17: ___________________  
  #18: ___________________  

K & K, Ch. 10, 11, & 12: Multiple-role relationships  
K & K, Ch. 13: Other relationships  

**Reflection paper due**

**Dec 5**  
- Reflection paper  
- Remaining issues

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**ADDITIONAL READINGS**

**September 12**


Horne, A. M. (2014). We’ve been great places, we will go to even greater places: 2013 presidential address. *The Counseling Psychologist, 42*, 124-138.


September 19


September 26


Oct 3

Optional reading (for those who are interested in academia)

Oct 17


Oct 24


Oct 31


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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.**