

**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

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Office Hours: Tuesday: 10:45 am – 12:45 pm; By appointment

**Required Text**

Brown, S. D. & Lent, R. W. (Eds.) (2008). *Handbook of counseling psychology* (4<sup>th</sup> ed.).  
New York: Wiley.

Koocher, G. P. & Keith-Spiegel, P. (2008). *Ethics in psychology and the mental health  
professions: Standards and cases* (3rd ed.). New York, NY: Oxford University Press.

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), (d) 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/](http://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:

93 – 100 = A, 90 – 92.99 = A-, 86 – 89.99 = B+, 83 – 85.99 = B, 80 – 82.99 = B-, 76 – 79.99 = C+, 73 – 75.99 = C, 70 – 72.99 = C-, 69.99 and below = F

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

Class Participation	10%
Weekly Discussion Questions	30%
Class Presentations	30%
Reflection Paper	20%
IRB On-Line Training	10%

## 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**

### CLASS SCHEDULE

Date	Topic(s)	Readings
Aug 29	<ul style="list-style-type: none"> <li>• Introduction and overview</li> </ul>	
Sep 5	No Class: Labor Day	
Sep 12	<ul style="list-style-type: none"> <li>• History of counseling psychology</li> <li>• Professional identity development 1</li> </ul>	Additional readings
Sep 19	<ul style="list-style-type: none"> <li>• Professional identity development 2 #1 _____</li> <li>• Prescription privilege and health psychology: #2 _____</li> </ul>	B & L, Ch. 2: The changing landscape in counseling psychology (pp. 28-34) Additional readings
Sep 26	<ul style="list-style-type: none"> <li>• Telepsychology #3 _____</li> <li>• Internationalization #4 _____</li> </ul>	B & L, Ch. 3: Technological advances B & L, Ch. 5: Internalization Additional readings
Oct 3	<ul style="list-style-type: none"> <li>• Managed care #5 _____</li> <li>• Licensing #6 _____</li> </ul>	B & L, Ch. 2: The changing landscape in counseling psychology (pp. 21-28) K & K, Ch. 7: The mental health business K & K, Ch. 4: Competence and credentials Additional readings
Oct 10	No Class: Fall Break	
Oct 17	<ul style="list-style-type: none"> <li>• Evidence-based practice #7 _____</li> <li>• #8 _____</li> </ul>	B & L, Ch. 14: Psychotherapy outcome B & L, Ch. 15: Common factors Additional readings
Oct 24	<ul style="list-style-type: none"> <li>• Multicultural Psychology race/ethnicity, gender, social class, sexual orientation, religion/spirituality, and social justice</li> </ul>	B & L, Ch. 10: Social class and classism B & L, Ch. 11: Gender B & L, Ch. 12: Sexual orientation B & L, Ch. 4: Social justice Additional readings
Oct 31	<ul style="list-style-type: none"> <li>• Vocational psychology #9 _____</li> <li>• Prevention #10 _____</li> </ul>	B & L, Ch. 21: Vocational theories B & L, Ch. 28: Risk and resilience Additional readings

Nov 7	<ul style="list-style-type: none"> <li>• Publication process</li> <li>• Research productivity</li> </ul>	K & K, Ch. 19: Ethics in publication and research Additional readings  <b>IRB training due</b>
Nov 14	<ul style="list-style-type: none"> <li>• Ethical decision making and liability</li> </ul> #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	<ul style="list-style-type: none"> <li>• Ethics case presentation</li> </ul> #13: _____ #14: _____ #15: _____	K & K, Ch. 5 & 6: Psychotherapy K & K, Ch. 8: Privacy, confidentiality, & record keeping K & K, Ch. 9: Assessment
Nov 28	<ul style="list-style-type: none"> <li>• Ethics case presentation</li> </ul> #16: _____ #17: _____ #18: _____	K & K, Ch. 10, 11, & 12: Multiple-role relationships K & K, Ch. 13: Other relationships  <b>Reflection paper due</b>
Dec 5	<ul style="list-style-type: none"> <li>• Reflection paper</li> <li>• Remaining issues</li> </ul>	

### ADDITIONAL READINGS

#### September 12

Delgado-Romero, E. A, Lau, M. Y., & Shullman, S.L. (2012). The society of counseling psychology: Historical values, themes, and patterns viewed from the American Psychological Association presidential podium. In F. A. Fouad, A. J. Carter, and L. M. Subich (Eds.), *APA handbook of counseling psychology, vol. 1* (pp. 3-29). Washington, DC, US: American Psychological Association; US.

Gelso, C. J., & Fretz, B. R. (Eds.). (2001). Chapters 1 & 2. In *Counseling psychology* (pp. 1-50) Belmont, CA: Thomson/Wadsworth.

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.

Society of Counseling Psychology (2014). *Society of counseling psychology: American Psychological Association Division 17*. Retrieved from <http://www.div17.org/>

Atkinson, D. R. (2007). The 2006 Leona Tyler address: Our identity: How multiculturalism saved counseling psychology, *The Counseling Psychologist, 35*, 476-486.

- Betz, N. E. (2002). The 2001 Leona Tyler address: Women's career development: Weaving personal themes and theoretical constructs, *The Counseling Psychologist*, 30, 467-481.
- Brown, S. D. (2015). On statistical wizardry, construct proliferation, and other challenges for our science. *The Counseling Psychologist*, 43, 614-628.
- Heppner, P. P. (2011). The 2010 Leona Tyler address: From the homogeneous hills of North Dakota to my kaleidoscopic world today: Worldview, happenstance, choice, and defining moments in my career. *The Counseling Psychologist*, 39, 642-668.
- Packard, T. (2009). The 2008 Leona Tyler address: Core values that distinguish counseling psychology: Personal and professional perspectives. *The Counseling Psychologist*, 37, 610-624.

### September 19

- Jennings, L. & Skovholt, T. M. (1999). The cognitive, emotional, and relational characteristics of master therapists. *Journal of Counseling Psychology*, 46, 3-11.
- Radeke, J. T. & Mahoney, M. J. (2000). Comparing the personal lives of psychotherapists and research psychologists. *Professional Psychology: Research and Practice*, 31, 82-84.
- Gregor, M. A. & O'Brien, K. M. (2015). The changing face of psychology: Leadership aspirations of female doctoral students. *The Counseling Psychologist*, 43, 1090-1113.
- Rummell, C. M. (2015). An exploratory study of psychology graduate student workload, health, and program satisfaction. *Professional Psychology: Research and Practice*, 46, 391-399.
- .....

- Jackson, M. A., & Scheel, M. J. (2013). Quality of master's education: A concern for counseling psychology? *The Counseling Psychologist*, 41, 669-699.
- Kurpius, S. E. R., Keaveny, M. K., Kim, C. S., & Walsh, K. J. (2015). MCAC and state counselor licensure laws: David and Goliath. *The Counseling Psychologist*, 43, 1008-1033.
- .....

- McGrath, R. E., & Sammons, M. (2011). Prescribing and primary care psychology: Complimentary paths for professional psychology. *Professional Psychology: Research and Practice*, 42, 113-120.
- Raque-Bogdan, T. L., Torrey, C. L., Lewis, B. L., Borges, N. J. (2013). Counseling health psychology: Assessing health psychology training within counseling psychology doctoral programs. *The Counseling Psychologist*, 41, 428-452

### September 26

- DeAngelis, T. (August 25, 2012). Practicing distance therapy, legally and ethically, Retrieved from <http://www.apa.org/monitor/2012/03/virtual.aspx>
- Drum, K. B., & Littleton, H. L. (2014). Therapeutic boundaries in telepsychology: Unique issues and best practice recommendations. *Professional Psychology: Research and Practice*.
- Practice Research and Policy Staff (August 25, 2012). Research roundup: Telepsychology. Retrieved from <http://www.apapracticecentral.org/update/2012/07-30/telepsychology.aspx>
- Riding-Malon, R., & Werth, J. L. Jr. (2014). Psychological practice in rural settings: At the cutting edge. *Professional Psychology: Research and Practice*, 45, 85-91.
- Novotney, A. (August 25, 2012). A new emphasis on telehealth. Retrieved from <http://www.apa.org/monitor/2011/06/telehealth.aspx>

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Heppner, P. P. (2006). The benefits and challenges of cross-culturally competent counseling psychologists: Presidential address. *The Counseling Psychologist, 34*, 147-172.

### Oct 3

#### Optional reading (for those who are interested in academia)

DiLillo, D., DeGue, S., Cohen, L. M., & Morgan, R. D. (2006). The path to licensure for academic psychologists: how tough is the road? *Professional Psychology: Research and Practice, 37*, 567-586.

### Oct 17

APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist, 61*, 271-285.

Asgary-Eden, V., & Lee, C. M. (2011). So now we've picked an evidence-based program, what's next?: Perspectives of service providers and administrators. *Professional Psychology: Research and practice, 42*, 169-175.

Ægisdóttir, S., White, M. J., Spengler, P. M., Maugherman, A. S., Anderson, L. A., Cook, R. S., et al. (2006). The meta-analysis of clinical judgment project: Fifty-six years of accumulated research on clinical versus statistical prediction. *The Counseling Psychologist, 34*, 341-382.

Chwalisz, K. (2003). Evidence-based practice: A framework for twenty-first-century Scientist-practitioner training. *The Counseling Psychologist, 31*, 497-528.

Steinfeld, B. I., Coffman, S. J., Keyes, J. A. (2009). Implementation of an evidence-based practice in a clinical setting: What happens when you get there? *Professional Psychology: Research and practice, 40*, 410-416.

### Oct 24

Boyd-Franklin, N. (2010). Incorporating spirituality and religion into the treatment of African American clients. *The Counseling Psychologist, 38*, 976-1000.

Liu, W. M., Ali, S. R., Soleck, G., Hopps, J., Dunston, K., & Pickett, T. (2004). Using social class in counseling psychology research. *Journal of Counseling Psychology, 51*, 3-18.

Szymanski, D. M., Carr, E. R., & Moffitt, L. B. (2011). Sexual objectification of women: Clinical implications and training considerations. *The Counseling Psychologist, 39*, 107-126.

### Oct 31

Brown, S. D. & Lent, R. W. (2016). Vocational psychology: Agency, equity, and well-being. *Annual Review of Psychology, 67*, 541-565.

Hage, S. M., Romano, J. L., Conyne, R. K., Kenny, M., Matthews, C., Schwartz, J. P., et al. (2007). Best practice guidelines on prevention practice, research, training, and social advocacy for psychologists. *The Counseling Psychologist, 35*, 493-566.

Romano, J. L., Bogat, G. A., Conyne, R. K., Hage, S. M., Horne, A. M., Kenny, M. E., ... Wong, Y. J. (2013). *Guidelines for prevention in psychology*. Retrieved from

<http://www.div17.org/preventionsection/PreventionGuidelines.pdf>

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- Duffy, R. D., Torrey, C. L., Bott, E. M., Allan, B. A., & Schlosser, L. Z. (2013). Time management, passion, and collaboration: A qualitative study of highly research productive counseling psychologists. *The Counseling Psychologist, 41*, 881-917.
- Liben, L. S. (2010). "I am pleased to accept your manuscript": Publishing your research on child and adolescent development. In V. Maholmes and C. G. Lomonaco (Eds.), *Applied research in child and adolescent development: A practical guide* (pp. 267-302). New York, NY, US: Psychological Press.

**\*\*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.**