

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

**Fall 2018
Loyola University Chicago**

Day & Time: Monday, 1:30 pm – 4:00 pm
Room: CLC 205

Instructor: Eunju Yoon, Ph.D.
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Office Hours: Tuesday, 3:30 pm – 5:30 pm; By appointment

Required Text

Brown, S. D. & Lent, R. W. (Eds.) (2008). *Handbook of counseling psychology* (4th ed.).
New York: Wiley.
Koocher, G. P. & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health
professions: Standards and cases* (4th ed.). New York, NY: Oxford University Press.
Additional readings listed on pp. 5-8.

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.

School of Education Conceptual Framework

The SOE's Conceptual Framework (CF)—*Social Action through Education*—is exemplified via students' learning of critically evaluating current bodies of knowledge in the profession of counseling psychology.

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.

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 professionalism. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

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

Grades: All assignments will be graded on an A+ -- F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

A = 3.85 or greater

A- = 3.5 – 3.85

B+ = 3.15 – 3.5

B = 2.85 – 3.15

B- = 2.5 – 2.85

Etc.

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 three presentations during the course of the seminar (30% of final grade).

- (a) Presentations #1 -- #12: Each student will select two topics (first presentation from #1--#6 and second presentation from #7--#12) and lead one-hour class discussion on 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/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 5**

Research proposal. Write a 12-15 page research proposal on a topic of your interest in counseling psychology. The proposal should include Introduction (research purpose, literature review, research hypotheses) and Methods (participants, procedure, instruments, data analytic strategies). The Introduction and Methods sections of published studies are usually good models for proposals, except that the Methods section of the proposal should be written in the future tense—what you will do rather than what you did (30% of final grade).

Due Nov 27

CLASS SCHEDULE

Date	Topic(s)	Readings
Aug 27	<ul style="list-style-type: none"> • Introduction and overview 	Additional readings
Sep 3	No Class: Labor Day	
Sep 10	<ul style="list-style-type: none"> • History of counseling psychology • Health service psychology 	Additional readings
Sep 17	<ul style="list-style-type: none"> • Professional identity #1 _____ • Professional development #2 _____ 	Additional readings
Sep 24	<ul style="list-style-type: none"> • Telepsychology #3 _____ • Internationalization #4 _____ 	B & L, Ch. 3: Technological advances B & L, Ch. 5: Internalization Additional readings
Oct 1	<ul style="list-style-type: none"> • Prescription privilege and health psychology: #5 _____ • Managed care #5 _____ • Licensing #6 _____ 	B & L, Ch. 2: The changing landscape in counseling psychology K & K, Ch. 12: The mental health business K & K, Ch. 2: Competence
Oct 8	No Class: Fall Break	
Oct 15	<ul style="list-style-type: none"> • Evidence-based practice #7 _____ • Common factors #8 _____ 	B & L, Ch. 14: Psychotherapy outcome B & L, Ch. 15: Common factors Additional readings
Oct 22	<ul style="list-style-type: none"> • Multicultural Psychology race/ethnicity, gender, social class, sexual orientation, religion/spirituality, and social justice 	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 29	<ul style="list-style-type: none"> • Vocational psychology #9 _____ • Prevention #10 _____ 	B & L, Ch. 21: Vocational theories B & L, Ch. 28: Risk and resilience Additional readings

Nov 5	<ul style="list-style-type: none"> • Publication process • Research productivity 	<p>K & K, Ch. 16: Scholarly publications and the responsible conduct of research Additional readings</p> <p>IRB training due</p>
Nov 12	<ul style="list-style-type: none"> • Ethical decision making and liability <p>#11: _____ #12: _____</p>	<p>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. 17: Making ethical decisions and taking action K & K, Ch. 18: Ethics codes, regulations, and enforcements K & K, Ch. 13: Tort and retort</p>
Nov 19	<ul style="list-style-type: none"> • Ethics case presentation <p>#13: _____ #14: _____ #15: _____</p>	<p>K & K, Chs. 3 & 4: Psychotherapy K & K, Ch. 6: Confidentiality, privacy, and record keeping K & K, Ch. 7: Assessment</p>
Nov 27	<ul style="list-style-type: none"> • Ethics case presentation <p>#16: _____ #17: _____ #18: _____</p>	<p>K & K, Chs. 8 & 9: Multiple role relationships K & K, Ch. 11: Self-promotion in the age of electronic media</p> <p>Research proposal due</p>
Dec 3	<ul style="list-style-type: none"> • Reflection • Remaining issues 	

ADDITIONAL READINGS

August 27

- Brown, S. D. (2015). On statistical wizardry, construct proliferation, and other challenges for our science. *The Counseling Psychologist, 43*, 614-628.
- Gilbert, L. A. (2014). The 2013 Leona Tyler address: Women pursuing careers—Then and now. *The Counseling Psychologist, 42*, 552-569.
- 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.
- Vasquez, M. J. T. (2017). Mujerista leadership in the service of social justice. *The Counseling Psychologist, 45*, 857-872.

September 10

- 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.
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- Bell, D. J., Bieschke, K. J., Zlotlow, S., Paternite, C. E., Illfelder-Kaye, J., McCutcheon, S., Knauss, L., Klonoff, E., & Wall, J. (2017). New standards of accreditation in health service psychology: Rationale, opportunities, and challenges. *Training and Education in Professional Psychology, 11*, 207-218.
- Rozensky, R. H., Grus, C. L., Nutt, R. L., Carlson, C. I., Eisman, E. J., & Nelson, P. D. (2015). A taxonomy for education and training in professional psychology health service specialties: Evolution and implementation of new guidelines for a common language. *American Psychologist, 70*, 21-32.

September 17

- Heesacker, M. (2018). Presidential address: Counseling psychology in the Trump era. *The Counseling Psychologist, 46*, 77-86.
- 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.
- Lichtenberg, J. W., Hutman, H., & Goodyear, R. K. (2018). Portrait of counseling psychology: Demographics, roles, activities, and values across three decades. *The Counseling Psychologist, 45*, 50-76.
- Oh, J., Stewart, A. E., & Phelps, R. E. (2017). Topics in the Journal of Counseling Psychology, 1963-205. *Journal of Counseling Psychology, 64*, 604-615.
- Society of Counseling Psychology (August 21, 2018). *Society of counseling psychology: American Psychological Association Division 17*. Retrieved from <http://www.div17.org/>
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- 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.
- O'shaughnessy, T., & Burnes, T. R. (2016). The career experiences of women early career psychologists. *The Counseling Psychologist, 44*, 786-814.
- Shullman, S. L. (2015). Leadership and counseling psychology: Dilemmas, ambiguities, and possibilities. *The Counseling Psychologist, 45*, 910-926.
- Swords, B. A., & Ellis, M. V. (2017). Burnout and vigor among health service psychology doctoral students. *The Counseling Psychologist, 45*, 1141-1161.

September 24

- DeAngelis, T. (August 21, 2018). 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 21, 2018). 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 21, 2018). A new emphasis on telehealth. Retrieved from <http://www.apa.org/monitor/2011/06/telehealth.aspx>

Oct 1

- McGrath, R. E., & Sammons, M. (2011). Prescribing and primary care psychology: Complimentary paths for professional psychology. *Professional Psychology: Research and practice*, 42, 113-120.

Oct 15

- APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist*, 61, 271-285.
- 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.
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- Wampold, B. E., & Budge, S. L. (2012). The 2011 Leona Tyler award address: The relationship – and its relationship to the common and specific factors of psychotherapy. *The Counseling Psychologist*, 40, 601-623.

Oct 22

- Boyd-Franklin, N. (2010). Incorporating spirituality and religion into the treatment of African American clients. *The Counseling Psychologist*, 38, 976-1000.
- Hargons, C. Mosley, D., Falconer, J., Faloughi, R., Singh, A., Stevens-Watkins, D., & Cokley, K. (2017). Black lives matter: A call to action for counseling psychology leaders, *The Counseling Psychologist*, 45, 873-901.
- Lichtenberg, J. W. (2017). Reflections: Thoughts on moral diversity and counseling psychology's commitment to social justice, *The Counseling Psychologist*, 45, 113-124.
- Liu, W. M. (2017). White male power and privilege: The relationship between White supremacy and social class. *Journal of Counseling Psychology*, 64, 349-358.
- Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal of Counseling Psychology*, 64, 500-513.
- 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 29

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

American Psychological Association (2014). Guidelines for prevention in psychology. *American Psychologist*, 69, 285-296.

11/05

- 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.**

Loyola University Chicago School of Education Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

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

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

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

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***.

