Required Text
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), (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.
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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>• Introduction and overview</td>
<td>Additional readings</td>
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<tr>
<td>Sep 3</td>
<td>No Class: Labor Day</td>
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<tr>
<td>Sep 10</td>
<td>• History of counseling psychology</td>
<td>Additional readings</td>
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<td></td>
<td>• Health service psychology</td>
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<tr>
<td>Sep 17</td>
<td>• Professional identity #1</td>
<td>Additional readings</td>
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<tr>
<td></td>
<td>• Professional development #2</td>
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<tr>
<td>Sep 24</td>
<td>• Telepsychology #3</td>
<td>B &amp; L, Ch. 3: Technological advances</td>
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<td></td>
<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 1</td>
<td>• Prescription privilege and health psychology: #5</td>
<td>B &amp; L, Ch. 2: The changing landscape in</td>
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<td></td>
<td>• Managed care #5</td>
<td>counseling psychology</td>
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<td>• Licensing #6</td>
<td>K &amp; K, Ch. 12: The mental health business</td>
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<tr>
<td></td>
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<td>K &amp; K, Ch. 2: Competence</td>
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<tr>
<td>Oct 8</td>
<td>No Class: Fall Break</td>
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<td>Oct 15</td>
<td>• Evidence-based practice #7</td>
<td>B &amp; L, Ch. 14: Psychotherapy outcome</td>
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<td>• Common factors #8</td>
<td>B &amp; L, Ch. 15: Common factors</td>
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<td>Additional readings</td>
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<tr>
<td>Oct 22</td>
<td>• Multicultural Psychology race/ethnicity, gender, social class,</td>
<td>B &amp; L, Ch. 10: Social class and classism</td>
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<td>sexual orientation, religion/spirituality, and social justice</td>
<td>B &amp; L, Ch. 11: Gender</td>
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<tr>
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<td></td>
<td>B &amp; L, Ch. 12: Sexual orientation</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 29</td>
<td>• Vocational psychology #9</td>
<td>B &amp; L, Ch. 21: Vocational theories</td>
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<tr>
<td></td>
<td>• Prevention #10</td>
<td>B &amp; L, Ch. 28: Risk and resilience</td>
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<td></td>
<td>Additional readings</td>
</tr>
</tbody>
</table>
## ADDITIONAL READINGS

**August 27**


September 10


September 17


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 24


Oct 1


Oct 15


Oct 22


Oct 29


11/05


**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/](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/](http://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.*