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

Fall 2014
Loyola University Chicago

Day & Time: Monday, 1:40 pm – 4:00 pm
Room: Maguire Hall 334

Instructor: Eunju Yoon, Ph.D.
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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.

Course Description
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), (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.

Course Objectives
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

CF1: Understanding current literature and evaluating new practices and research in the field

CF7: Moral and ethical decision making

Students will learn current professional issues in counseling psychology that include professional identity and development, history of the profession, social justice, internationalization of counseling psychology, prevention, evidence-based practice, managed care, prescription privilege, health psychology, telepsychology, licensing, multicultural psychology, and publication process. Students’ skills to understand and evaluate current literature on these issues will be assessed through class presentations, discussion, and a reflection paper. Students will also learn ethical and legal issues in counseling psychology through reading, discussion, and case presentations. Students will be in a unique position to apply their professional knowledge and skills in an ethical and reflective manner that promotes self-development and self-determination of others. Students’ ability to make ethical decisions will be assessed through a case presentation and class 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, 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.

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

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 three topics (first presentation, from #1--#4; second presentation, from #5--#8; and third presentation, from #9--#12) and lead one-hour class discussion for each topic. The presenter should summarize the major issues on the topic and lead the class in a discussion of these issues. All students should have read the relevant chapters and articles. The presenter is expected to read beyond the assigned readings to develop sufficient expertise to lead the class discussion. If the presenter wants students to read additional literature, he/she should give the list of additional readings by Wednesday before the class.

(b) Presentations #13--#16: 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 one-hour class discussion of the case. Case studies 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 3**

**Reflection paper.** Based on the course readings and discussion, write a 12-15 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 develop an in-depth reflective paper on 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 24**

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Aug 25</td>
<td>• Introduction and overview</td>
<td>Additional readings</td>
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<tr>
<td>Sep 1</td>
<td>No Class: Labor Day</td>
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<tr>
<td>Sep 8</td>
<td>• History of counseling psychology</td>
<td>Additional readings</td>
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<td></td>
<td>• Professional identity development,</td>
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<td>Sep 15</td>
<td>• Current status of counseling psychology</td>
<td>B &amp; L, Ch. 4: Social justice</td>
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<td>o Social justice: #1___________</td>
<td>B &amp; L, Ch. 5: Internalization</td>
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<td>o Internationalization: #2________</td>
<td>Additional readings</td>
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<tr>
<td>Sep 22</td>
<td>• Prevention</td>
<td>B &amp; L, Ch. 28: Risk and resilience</td>
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<td>o #3: ____________________</td>
<td>B &amp; L, Ch. 29: Life span development</td>
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<td>o #4: ____________________</td>
<td>Additional readings</td>
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<tr>
<td>Sep 29</td>
<td>• Evidence-based practice</td>
<td>B &amp; L, Ch. 14: Psychotherapy outcome</td>
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<td>o #5: ____________________</td>
<td>B &amp; L, Ch. 15: Common factors</td>
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<td>o #6: ____________________</td>
<td>Additional readings</td>
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<tr>
<td>Oct 6</td>
<td>No Class: Fall Break</td>
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<td>Oct 13</td>
<td>• Professional Issues</td>
<td>B &amp; L, Ch. 2: The changing landscape in</td>
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<td>o Managed care: #7__________</td>
<td>counseling psychology</td>
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<td>o Prescription privilege and health</td>
<td>K &amp; K, Ch. 7: The mental health business</td>
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<td>psychology: #8________________</td>
<td>Additional readings</td>
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<td>Date</td>
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<td>Oct 20</td>
<td>Professional Issues</td>
<td>B &amp; L, Ch. 3: Technological advances</td>
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<td>o Telepsychology: #9___________</td>
<td>K &amp; K, Ch. 4: Competence and credentials</td>
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<td>o Licensing: #10_______________________________________________</td>
<td>Additional readings</td>
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<td>Oct 27</td>
<td>Multicultural Psychology</td>
<td>B &amp; L, Ch. 10: Social class and classism</td>
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<td>o race/ethnicity, gender, social class, sexual orientation, and</td>
<td>B &amp; L, Ch. 11: Gender</td>
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<td>religion/spirituality</td>
<td>Additional readings</td>
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<td>Nov 3</td>
<td>Publication process</td>
<td>K &amp; K, Ch. 19: Ethics in publication and research</td>
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<td>o Research productivity</td>
<td>Additional readings</td>
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<td>Nov 10</td>
<td>Ethical decision making and liability</td>
<td>B &amp; L, Ch. 1: Legal and ethical issues.</td>
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<td>o #11:_____________________</td>
<td>K &amp; K, Appendix A: APA ethical principles and code</td>
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<td>o #12:_____________________</td>
<td>K &amp; K, Ch. 1: On being ethical</td>
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<td>K &amp; K, Ch. 2: Ethical decision making</td>
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<td>K &amp; K, Ch. 3: Enforcement of ethical conduct</td>
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<td>K &amp; K, Ch. 17: Tort and retort</td>
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<td>Nov 17</td>
<td>Ethics case presentation</td>
<td>K &amp; K, Ch. 5 &amp; 6: Psychotherapy</td>
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<td>o #13:_____________________</td>
<td>K &amp; K, Ch. 8: Privacy, confidentiality, &amp; record keeping</td>
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<td>o #14:_____________________</td>
<td>K &amp; K, Ch. 9: Assessment</td>
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<td>Nov 24</td>
<td>Ethics case presentation</td>
<td>K &amp; K, Ch. 10, 11, &amp; 12: Multiple-role relationships</td>
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<td>o #15:_____________________</td>
<td>K &amp; K, Ch. 13: Other relationships</td>
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<td>o #16:_____________________</td>
<td>Reflection paper due</td>
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<tr>
<td>Dec 1</td>
<td>Reflection paper</td>
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<tr>
<td></td>
<td>o Remaining issues</td>
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ADDITIONAL READINGS

August 25


Sep 8


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.*


Sep 15


Sep 22


Sep 29


Oct 13


Oct 20


Optional reading (for those who are interested in academia)

Oct 27


11/03


GENERAL POLICIES

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s
Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

**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.**