

CPSY 421: PROFESSIONAL ISSUES
Fall 2001
Loyola University Chicago

Day & Time: Monday, 4:15 pm - 6:45 pm
Room: Corboy Law Center Rm 301

Instructor: Eunju Yoon, Ph.D.
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Office Hours: Monday, 10 am – 12 pm

Required Text

Welfel, E. R.. (2010). Ethics in counseling & psychotherapy (4th ed.). Belmont, CA: Brooks/Cole.
Herlihy, B. & Corey, G. (2006). ACA ethical standards casebook (6th ed.). Alexandria, CA: ACA.
American School Counselor Association (2010). *Ethical standards for school counselors*. Retrieved August 28, 2010 from:
<http://asca2.timberlakepublishing.com//files/EthicalStandards2010.pdf>
Additional articles listed on pp. 5-6.

Course Description and Objectives

This course will provide students with an overview of the current ethical and professional issues in the practice of counseling. Students will learn ethical principles and standards in counseling and apply them to hypothetical ethical, legal cases. Students will learn to be critical thinkers through the use of an ethical decision making model. They will learn how to apply ethical principles and standards in school counseling.

The primary objectives of this course are for students: (1) to understand ethical principles and standards in counseling (2) to use ethical decision making models to work through ethical dilemmas, (3) to understand how ethical principles and standards apply to school counseling (4) to understand how their own values, beliefs, and cultures contribute to ethical decision making.

School of Education Conceptual Framework

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

CF8: Candidates apply ethical principles in professional decision-making.

As a professional counselor students can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. Students will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire 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 the case analysis on final exam.

Technology: In this course students will use technology to aid them in communicating and locating resources. The email and Blackboard will provide a convenient way 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 program is committed to issues of diversity including but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. Ethical practice requires an awareness of the sociocultural context. In this course students will learn that issues of diversity in terms of multicultural competence represent an ethical mandate. Students' awareness of the concept of multicultural competence in ethical decision making will be assessed in the final exam.

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, 92 – 90 = A-, 89 – 86 = B+, 85 – 83 = B, 82 – 80 = B-, 79 – 76 = C+, 75 – 73 = C, 72 – 70 = C-, 69 and below = F

Criteria.....Total Points

Participation	100 points
Examinations	200 points (100 points for each exam)
Practitioner interview	100 points
Case presentation	100 points
Total.....	500 points

Late work will have 10% deducted from the total possible score for each day (not class meeting). No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!

Course Requirements

1. Participation (100 points): Attendance, promptness, and active participation are essential to this class. I do expect students to come prepared to actively discuss the assigned readings. I also expect students to arrive on time and to contact me in advance if they will be absent. Students will receive 5 points for each attendance starting with a baseline of 30 points. Students missing more than 20 minutes of class will be considered “absent.”

2. Exams (2 exams, 100 points for each): 10/24 & 12/12

We will have two (2) exams. They will be comprehensive essay exams covering class material and assigned readings. The exams will be designed to allow you to demonstrate your learning through analyses, syntheses, and evaluation of course materials. You will receive the questions approximately 2 weeks before each exam.

3. Practitioner interview (100 points): 10/17

You will be required to interview a professional school counselor regarding the types of ethical issues they find to be prominent in their work, as well as the ethical practices to which they adhere. You should select someone whom you consider to be a positive role model for your own personal practice, as well as someone who would be comfortable in sharing their thoughts with you on this topic. Do not tell or otherwise reveal the person’s name to the instructor to preserve maximum confidentiality for any sensitive disclosures which may occur. The interview itself is estimated to take between 1-2 hours. A sample guideline (i.e., topic outline sheet) will be posted on the Blackboard. Write a summary report (8-10 pages) of this interview together with your reaction, reflection, and learning from the interview. The paper should be double-spaced typed and APA style and format. The paper will be graded based on the quality of interview, insightfulness and depth of your learning, and your writing skills.

4. Group case presentation (100 points): 10/31-11/2

In order to help you develop critical thinking and ethical decision making skills, each group of 2 students will present a case on ethical and legal issues. The presenting group should develop a case scenario that involves ethical and legal issues in school counseling and lead a 40 minute -- 1 hour class discussion of the case. Case studies should be designed to develop students’ critical thinking and ethical decision making skills and the presenters should help the classmates to identify and think through the ethical dilemma(s) in their case. The presenters should use one or more ethical decision making models to guide their decision making process and class discussion. At the conclusion of the presentation, the presenters should present their decided course of action and the reasoning behind it. The presentation will be evaluated based on the quality of the case scenario, facilitation skills of class discussion, knowledge of relevant ethical, legal issues, critical thinking and ethical decision making skills, and overall presentation skills.

CLASS SCHEDULE

Date	Topic(s)	Readings
Aug 29	Introduction and overview	
Sep 5	Labor Day	No Class
Sep 12	Introduction to professional ethics Ethical decision making models	W. Ch.1: Introduction to ethics W. Ch. 2: A model for ethical practice H & C. p.1 – p.54: Introduction, ACA Code of Ethics ASCA (2010). <i>Ethical standards for school counselors</i> . Additional articles
Sep 19	Ethics in multicultural society Competence	W. Ch. 3: Ethics and diversity W. Ch. 4: Competence H & C. p. 87 – p.101: Ethics vignettes Additional articles
Sep 26	Confidentiality Informed consent	W. Ch. 5: Confidentiality W. Ch. 6: Informed consent H & C. p.57 – p.86, p.153 – p.155, p.201 – p.208: Case studies Additional articles
Oct 3	Ethical, legal issues in crisis intervention and school violence	H & C. p.231 – p.234: Case studies Additional articles
Oct 10	Mid-Semester Break	No Class
Oct 17	Ethical, legal issues in child abuse and neglect, self-mutilation, and eating disorders	Additional articles Practitioner interview
Oct 24	Midterm exam	
Oct 31	Sexual, non-sexual multiple relationship (Case pres 1)	W. Ch. 7: Sexual contact and ethics W. Ch. 8: Nonsexual multiple relationships H & C. p.218 – p.221: Case studies
Nov 7	Individual and group counseling Family involvement Assessment (Case pres 2)	W. Ch. 9: Group and family interventions W. Ch. 10: Assessment H & C. p.103 – p. 112: Case studies Additional articles
Nov 14	FERPA Record keeping Negligence (Case pres 3)	W. Ch. 12: Ethics in schools Additional articles

Nov 21	Ethics in supervision, teaching, and research (Case pres 4)	W. Ch. 13: Supervision W. Ch. 14: Ethics as teachers and supervisors H & C. p.113 – p.142: Case studies
Nov 28	Professional responsibilities & liabilities Obligations to the courts	W. Ch. 15: Responsibilities for self and colleagues H & C. p.143 – p.147, p.247 – p.254: Case studies
Dec 5	Remaining issues	
Dec 12	Final exam	

ARTICLE LIST

9/12

Bodenhorn, N. (2006). Exploratory study of common and challenging ethical dilemmas experienced by professional school counselors. *Professional School Counseling, 10*, 195-202.

Stone, C. B. & Zirkel, P. A. (2010). School counselor advocacy: When law and ethics may collide. *Professional School Counseling, 13*, 244-247.

Guillot-Miller, L. & Partin, P. W. (2003). Web-based resources for legal and ethical issues in school counseling. *Professional School Counseling, 7*, 52-57.

Remley, T. P. Jr. & Huey, W. C. (2002). An ethics quiz for school counselors. *Professional School Counseling, 6*, 3-11.

9/19

Vela-Gude, L., Cavazos, J. Jr., Johnson, M. B., Fielding, C., Cavazos, A. G., Campos, L., & Rodriguez, I. (2009). "My counselors were never there": Perceptions from Latino college students. *Professional School Counseling, 12*, 272-279.

DePaul, J., Walsh, M. E., & Dam, U. C. (2009). The role of school counselors in addressing sexual orientation in schools. *Professional School Counseling, 12*, 300-308.

9/26

Glosoff, H. L. & Pate, R. H. Jr. (2002). Privacy and confidentiality in school counseling. *Professional School Counseling, 6*, 20-27.

Mitchell, C. W., Disque, J. G., & Robertson, P. (2002). When parents want to know: Responding to parental demands for confidential information. *Professional School Counseling, 6*, 156-161.

10/03

Capuzzi, D. (2002). Legal and ethical challenges in counseling suicidal students. *Professional School Counseling*, 6, 36-45.

Gibbons, M. M. & Studer, J. R. (2008). Suicide awareness training for faculty and staff: A training model for school counselors. *Professional School Counseling*, 11, 272-276.

Daniels, J. A., Bradley, M. C., Cramer, D. P., Winkler, A., Kinebrew, K. & Crockett, D. (2007). In the aftermath of a school hostage event: A case study of one school counselor's response. *Professional School Counseling*, 10, 482-489.

10/17

Lambie, G. W. (2005). Child abuse and neglect: A practical guide for professional school counselors. *Professional School Counseling*, 8, 249-258.

Mitchell, C. W. & Rogers, R. E. (2003). Rape, statutory rape, and child abuse: Legal distinctions and counselor duties. *Professional School Counseling*, 6, 332-338.

Froeschle, J. & Moyer, M. (2004). Just cut it out: Legal and ethical challenges in counseling students who self-mutilate. *Professional School Counseling*, 7, 231-235.

11/07

Auger, R. W. (2006). Delivering difficult news to parents: Guidelines for school counselors. *Professional School Counseling*, 10, 139-145.

11/14

Merlone, L. (2005). Record keeping and the school counselor. *Professional School Counseling*, 8, 372-376.

Stone, C. (2002). Negligence in academic advising and abortion counseling: Courts rulings and implications. *Professional School Counseling*, 6, 28-35.

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/>

Use of Electronic Devices in the Classroom

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the instructor has adopted guidelines for appropriate use of electronic devices within the classroom.

Cell Phones: Students must put cell phones on "silent mode" (not "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities.

Computers: While computers are generally welcome, their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited.

iPods, MP3 players, etc.: The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence.

****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.**