

CPSY 421-001: Professional Issues

Fall 2008

Mondays 4:15 - 6:45pm, 25 East Pearson, Room 105

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Office hours Mondays 1:30 pm – 3:30 pm, and by appointment via email

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COURSE OVERVIEW AND OBJECTIVES

This course will provide students with an overview of the current ethical and professional issues in the practice of counseling. In terms of professional issues, students will be introduced to the professional practices of counselors, credentialing, and contemporary issues, such as managed care and technology. In terms of ethical and legal issues, a discussion of ethical principles, theories, and practice will help students explore and articulate values and assumptions implicit in the various aspects of professional practice as we consider important topics such as, confidentiality, informed consent, and professional boundaries. Students will learn to be critical thinkers through the use of an ethical decision making model as we examine the American Counseling Association's (2005) Code of Ethics and Standards of Practice and the Illinois Mental Health and Developmental Disabilities Confidentiality Act .

Specifically, the course objectives are to:

- Introduce the ethical standards of the counseling profession and the ethical practice of counseling practitioners
- Develop the capacity to apply the knowledge base of your discipline in an ethical and reflective manner
- Familiarize you with the professional literature addressing contemporary legal, ethical, and professional issues

School Counselor Specialization Standards to be assessed on final exam:

18A. Understands the requirements of professional credentialing, certification and licensure.

19C. Understands the limitations of his or her ability and training and is aware of referral resources.

21A. Understands the ethical standards of the American Counseling Association and the American School Counselor Association.

21B. Understands legal standards, including the Illinois School Code and the Illinois Mental Health Code, that apply to the counseling process.

21C. Understands the school counselor's responsibility to know and comply with federal, state, and local legislation, regulations, and policies.

21D. Understands that in the event conflict arises among competing expectations, the school counselor shall be guided by the ACA/ASCA code of ethics.

SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK:

Professionalism in the Service of Social Justice: As a professional counselor you can be a vehicle for justice in what ever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You 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. Your ability to make ethical decisions will be assessed through the case analysis assignment.

Technology: In this course you will use technology to aid you in communicating and locating resources. The email listserve will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate professional resources (e.g., journal articles, professional organizations, published reports) on the world wide web. Your ability to locate resources will be assessed in the case analysis assignment

Diversity: Your 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 you will learn that issues of diversity in terms of multicultural competence represent an ethical mandate. Your awareness of the concept of multicultural competence will be assessed on the final exam.

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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

http://www.luc.edu/education/academics_policies.shtml#honesty

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. More information is available at:

<http://www.luc.edu/sswd/register.shtml>

Harassment:

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. For

specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs, School of Education at 312-915-6464.

COURSE RESOURCES:

Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues (3rd Ed.). Pacific Grove, CA: Brooks/Cole.

Additional readings are indicated on the course schedule and handouts are available on Blackboard (<http://blackboard.luc.edu>).

COURSE REQUIREMENTS

Class participation, readings, and handouts. Students are expected to participate actively in class discussions and demonstrate knowledge of assigned readings. All readings are required and are to be read in advance of the class meeting for which they are assigned. Students are expected to print and bring to class those handouts available on Blackboard.

Professional Identity Paper. Welfel (2001) describes (on page 12-13) five virtues that professionals should develop-- integrity, prudence, trustworthiness, compassion, respectfulness. Tell a story about a situation where you effectively demonstrated one of the five virtues. Tell another story about a situation where now in hindsight you can see how the situation might have been handled in a better manner if you had been able to demonstrate at least one of the five virtues. Taken together, what do these stories suggest about what you might need to pay attention to as you develop as a professional counselor? What do you anticipate might be difficult for you? And what is your plan for addressing these challenges? 4 - 6 pages, double-spaced Due: September 22th.

Grading rubric

1 - 8 points "FAIR/POOR" Minimal self-reflection; does not address each question; stories do not show much insight, instead give too much detail; poorly written

9 - 12 points "GOOD" Superficial self-reflection; addresses questions cursory fashion; shows minimal self exploration in terms of development as professional counselor

13 - 15 points "EXCELLENT" Shows superior insight and self-reflection ability by thoroughly addressing each question; exhibits a willingness to be open to self-exploration of professional

weaknesses; clearly written.

Case Analysis. In order to help you develop critical thinking and ethical decision making skills, you will submit an analysis of one case involving potential ethical and legal issues. Each case analysis will be about 3 - 4 pages, single spaced of text. Case analyses will follow the format for ethical decision making that will be discussed in class. We will divide into small groups (of 4) and you will make your presentation within the group during the last 45 minutes of the class session. You should make enough copies of just the case itself that you have invented for each member of your group. With you as the facilitator your group will walk through ethical decision making model using your case. Your role is to help your classmates to identify and think through the ethical dilemma(s) in your case. Everyone in the group, including the facilitator, is expected to conduct themselves as thoughtful, respectful and helpful peer consultants, even during times of disagreement.

Note:

Remember to make a professional counselor the protagonist in your case. You will turn in the full case analysis paper (all steps of the model, which includes a summary of a journal article) to me. The topics that you can choose from include: (1) Confidentiality (2) The Duties (3) Professional Boundaries, (4) Supervision/Training or Research. Your case analysis will, of course, be due on the date that corresponds to the date that we discuss the topic.

Grading rubric

1 – 9 points “POOR” No real ethical dilemma; does not follow directions; did not utilize the decision making model; poorly written; no knowledge of topic demonstrated

10 – 15 points “FAIR” Illogical or convoluted dilemma, poorly articulated decision making model; incomplete steps, decision was not well reasoned and may be unethical; minimal knowledge about the topic demonstrated.

16 – 20 points “GOOD” Clear and relevant dilemma, paper well organized around the decision making model; decision is well reasoned.

20 – 25 points “EXCELLENT” Timely, cogent, and creative dilemma; superior analysis showing exceptional deliberation regarding options and ultimate choice; concise summary of relevant article; good APA style for article citation and reference

Group Final Exam. In order to evaluate your comprehensive knowledge of ethical and professional issues, you will complete a final exam on Dec 08th.

EVALUATION CRITERIA. Performance will be evaluated according to the following criteria:

Class participation: 10 points

Professional Identity: 15 points

Case analysis: 25 points

Group Final exam: 50 points

Total=100 points

Grading Scale:

93 – 100 points = A

92 – 90 = A-

89 – 86 = B+

85 – 83 = B

82 – 80 = B-

79 – 76 = C+

75 – 73 = C

72 – 70 = C-

69 points and below = F

Assignments are expected on the date due. Late assignments will be accepted with daily point-reduction penalty of (15%). Incompletes are given under extraordinary circumstances. The instructor reserves the right to modify the schedule, assignments, or readings with adequate advance notice.

TENTATIVE COURSE SCHEDULE AND READING ASSIGNMENTS

August 25: Introduction and overview

September 01: Labor Day Holiday, No class

September 08: Practice in pluralistic society & Values

Welfel: Chapter 10

Hermann, M. A., & Herlihy, B. R. (2006). Legal and ethical implications of refusing to counsel homosexual clients. Journal of Counseling & Development, 84, 414-418.

September 15: 4:15 – 5:30 pm Library Instruction. Class will meet at Library in 25 E. Pearson Room 201
5:45 – 6:45 pm Professional Issues: Licensure and Certification Class will meet back
in classroom

September 22: Ethical principles, ethics codes and ethical decision making

Welfel: Chapter 1, 2

Gibson, W. T., & Pope, K. S. (1993). The ethics of counseling: A national survey of certified counselors. Journal of Counseling & Development, 71 (3), 330-336.

September 29: Professional responsibility, liability & competence

Welfel: Chapter 3, pp. 239-253

Lilienfeld, S. O. (2007). Psychological treatments that cause harm. Perspectives on Psychological Science, 2 (1), 53-70.

October 06: Midsemester Break—No class

October 13: Informed consent & confidentiality *Case analyses

Welfel: Chapter 4, pp. 65-80, 89-97.

Glosoff, H. L., Herlihy, B., & Spence, E. B. (2000). Privileged communication in the counselor-client relationship. Journal of Counseling & Development, 78 (4), 454-462.

Lawrence, G., & Kurpius, S. E.R. (2000). Legal and ethical issues when counseling minors in nonschool settings. Journal of Counseling & Development, 78 (2), 130-136.

740 CS 110/ The Mental Health and Developmental Disabilities Confidentiality Act

- Go to website: www.ilga.gov/
- Go to Illinois Compiled Statutes, Click on Search
- Search ILCS by “Act name”
- Type “confidentiality” into search engine
- From the list choose “Mental Health and Developmental Disabilities Confidentiality Act”,
the 3rd one.

October 20: Duties to warn, protect & report *Case analyses

Welfel: Chapter 12, pp. 75-86, 295-299.

Illinois Department of Children and Family Services. (2006). A manual for mandated reporters. Retrieve from www.state.il.us/DCFS/docs/Mandated.pdf

An alternative for school counseling students:

Illinois Department of Children and Family Services. (2007). Protecting the children: A

school administrator's guide to child welfare services in Illinois. Retrieve from
www.state.il.us/DCFS/docs/Protect..pdf

October 27: Limits of Confidentiality, continued (suicide & HIV)

Welfel: pp.87-89

November 03: Professional boundaries *Case analysis

Welfel: Chapter 6, 7

November 10: Supervision/Training & Research *Case analysis

Welfel: Chapter 13, 14, pp. 324-331

November 17: Professional Issues: Managed care & Educational Settings

Welfel: pp. 94 –98, 257-261, Ch. 12.

Daniels, J. (2001). Managed care, ethics, and counseling. Journal of Counseling & Development, 79 (1), 119-122.

American School Counselor Association. (2004) Ethical standards for school counselors. Retrieve from www.schoolcounselor.org/files/ethical%20standards.pdf

November 24: Professional Issues: Technology and Professional Practice

Welfel: pp. 96-97

Heinlen, K. T., Welfel, E. R., Richmond, E.N., & Rak, C. F. (2003). The scope of webcounseling: A survey of services and compliance with NBCC Standards for the Ethical Practice of WebCounseling. Journal of Counseling & Development, 81 (1), 61-69.

Hohenshil, T. H. (2000). High tech counseling. Journal of Counseling and Development, 78 (3), 365-368.

Shaw, H. E., & Shaw, s. (2006). Critical ethical issues in online counseling: Assessing current practices with an ethical intent checklist. Journal of Counseling and Development, 84 (1), 41-53.

December 01: Alumni Career Panel

December 08: Final Exam

