

**CPSY 421: PROFESSIONAL ISSUES (Section 2)**  
**Spring 2017**  
**Loyola University Chicago**

Time & Place: Tuesday, 1:00 pm – 3:30 pm; CLC 423

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Office Hours: Monday, 2 pm – 4 pm

### **Required Text**

For all: Welfel, E. R.. (2015). *Ethics in counseling & psychotherapy (6<sup>th</sup> ed.)*. Boston, MA: Cengage Learning.

For school counseling students only: Stone, C. (2013). *School counseling principles: Ethics and law (3<sup>rd</sup> ed.)*. Alexandria, VA: ASCA.

For community counseling or clinical mental health students only: Herlihy, B. & Corey, G. (2014). *ACA ethical standards casebook (7<sup>th</sup> ed.)*. Alexandria, CA: ACA.

All students must have access to **LiveText**

(<http://www.luc.edu/education/admission/tuition/course-management-fee/>).

### **Course Description and IDEA Objectives**

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

1. Students will gain factual knowledge (terminology, classifications, methods, trends).
2. Students will learn fundamental principles, generalizations, or theories.
3. Students will learn to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

## IDEA Course Evaluation Link for Students

IDEA Campus Labs website: <http://luc.edu/idea/> Click the *Student IDEA Log In* to complete your course evaluation at the end of the course.

## School of Education Conceptual Framework

Social action through education: Students will learn about ethical and professional issues in school and community counseling. Specifically, students will learn how professional counselors can promote diversity and social justice by applying professional ethics to various clinical cases and settings. They will learn how ethics is related to counselors' role as an advocate for clients' right. The conceptual framework of the School of Education is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

**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 dispositions that students should develop in this class are *professionalism* and *social justice*. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course.

**Diversity:** The program is committed to issues of diversity including, but not limited to, race, ethnicity, gender, sexual orientation, social class, and 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 presentations and case studies.

### General Policies:

General policies on academic honesty, accessibility, conceptual framework, ethicsline reporting hotline, electronic communication policies and guidelines can be found at:

<http://luc.edu/education/syllabus-addendum/>

**Evaluation:** Grades will be distributed based on the course requirements that follow:

### Criteria..... Percentage of Final Grade

Participation	20%
Examinations	40% (20% for each exam)
Practitioner interview	20%
Case presentation	20%

**Late work will have 10% of points deducted from the total possible score for each delayed 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 (20%): 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.

2. Exams (2 exams, 20% for each): 3/21 & 5/02

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 (20% points): 3/14

You will be required to interview a licensed counselor (e.g., professional school counselor, LCPC, clinical psychologist) 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 Sakai. 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 writing skills.

4. Case presentation (20% points): 4/04-4/18

In order to help you develop critical thinking and ethical decision making skills, you will present a case on ethical and legal issues. The presenter should develop a case scenario that involves ethical and legal issues in counseling and lead a 30-40 minute class discussion of the case. Case studies should be designed to develop students' critical thinking and ethical decision making skills and the presenter should help classmates to identify and think through the ethical dilemma(s) in the case. The presenter should use one or more ethical decision making models to guide his/her decision making process and class discussion. At the conclusion of the presentation, the presenter should present his/her selected 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
1/17	Introduction and overview Ethics Quiz	
1/24	Introduction to professional ethics Ethical decision making models	W. Ch.1: Introduction to ethics W. Ch. 2: A model for ethical practice  S. Ch. 1: Introduction to legal and ethical issues S. Ch. 2: Professionalism ASCA (2010). <i>Ethical standards for school counselors</i> .  H. & C. Part 1: Introduction
1/31	Ethics in multicultural society Competence Managing value conflicts	W. Ch. 3: Ethics and diversity W. Ch. 4: Competence  S. Ch. 10: LGBTQ students  H. & C. Ch. 2: Social justice and counseling across cultures H. & C. Ch. 4: Competence H. & C. Ch. 5: Managing value conflicts
2/07	Ethics in multicultural society Competence Managing value conflicts	
2/14	Confidentiality Informed consent	W. Ch. 5: Confidentiality W. Ch. 6: Informed consent  H. & C. Ch. 3: Confidentiality H. & C. Ch. 1: Client rights and informed consent
2/21	Crisis intervention	H. & C. Ch. 8: Working with clients who may harm themselves H. & C. Part 2, Sections A-D
2/28	Crisis intervention	
3/07	No Class (Spring Break)	

3/14	Child abuse Technology, social media, and online counseling <b>Practitioner interview</b>	
3/21	<b>Midterm exam</b>	
3/28	Sexual, non-sexual multiple relationship	W. Ch. 7: Sexual contact and ethics W. Ch. 8: Nonsexual multiple relationships H. & C. Ch. 7: Managing boundaries
4/04	Individual and group counseling Family involvement Assessment <b>Presentation 1 &amp; 2</b>	W. Ch. 9: Group and family interventions W. Ch. 10: Assessment S. Ch. 8: Individual and group counseling
4/11	FERPA Record keeping Negligence <b>Presentation 3 &amp; 4</b>	S. Ch. 4: FERPA S. Ch. 5: Negligence
4/18	Ethics in supervision, teaching, and research <b>Presentation 5 &amp; 6</b>	W. Ch. 14: Supervision and consultation W. Ch. 15: Teaching and research  H. & C. Ch. 10: Supervision and counselor education H. & C. Ch. 11: Research and publication
4/25	Professional responsibilities & liabilities Obligations to the court	W. Ch. 11: Responsibilities for self and colleagues  S. Ch. 6: Obligations to the court  H. & C. Ch. 12: The intersection of ethics and law
5/02	<b>Final exam</b>	

**\*\*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/](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***.