CPSY 421: PROFESSIONAL ISSUES  
Spring 2020  
Loyola University Chicago

Time & Place: Monday, 4:15 pm - 6:45 pm; CLC 301

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Office Hours: Monday, 2 pm – 4 pm

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Required Text


All students must have access to LiveText (http://www.luc.edu/education/admission/tuition/course-management-fee/).

Course Description and Objectives

This course will provide students with an overview of the current ethical and professional issues in the practice of 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.

School of Education Conceptual Framework: The SOE’s Conceptual Framework (CF)—*Social Action through Education*—is exemplified via students’ learning to design an empirical study and write a proposal that promote a social justice 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 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.

**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.

**Smart Evaluation:**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Evaluation:** Grades will be distributed 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.

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<th>Criteria............................................................</th>
<th>Percentage of Final Grade</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Examinations</td>
<td>40% (20% for each exam)</td>
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<tr>
<td>Practitioner interview</td>
<td>20%</td>
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<tr>
<td>Case presentation</td>
<td>20%</td>
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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): 3/16 & 4/27

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): 3/09

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.


In order to help you develop critical thinking and ethical decision-making skills, each group of 2-3 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 counseling and lead a 30-minute 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 the 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 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

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<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1/13</td>
<td>Introduction and overview</td>
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<tr>
<td>1/20</td>
<td>No Class (MLK Jr. Day)</td>
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| 1/27  | Introduction to professional ethics Ethical decision-making models | W. Ch. 1: Introduction to ethics  
W. Ch. 2: A model for ethical practice  
H. & C. Part 1: Introduction                                                                                                                                 |
| 2/03  | No Class (Doc Interview Day)                  |                                                                                                                                          |
| 2/10  | Ethics in multicultural society Competence Managing value conflicts | W. Ch. 3: Ethics and diversity  
W. Ch. 4: Competence  
H. & C. Ch. 2: Social justice and counseling across cultures  
H. & C. Ch. 4: Competence  
H. & C. Ch. 5: Managing value conflicts                                                                                                                                 |
| 2/17  | Confidentiality                                | W. Ch. 5: Confidentiality  
H. & C. Ch. 3: Confidentiality                                                                                                                                 |
| 2/24  | Informed consent                              | W. Ch. 6: Informed consent  
H. & C. Ch. 1: Client rights and informed consent                                                                                                                                 |
| 3/02  | No Class (Spring Break)                       |                                                                                                                                          |
| 3/09  | Crisis intervention Practitioner interview     | H. & C. Ch. 8: Working with clients who may harm themselves  
H. & C. Part 2, Sections A-D                                                                                                                                 |
| 3/16  | Midterm exam                                  |                                                                                                                                          |
| 3/23  | Child abuse Technology, social media, and online counseling Presentation 1 & 2 | H. & C. Ch.9: Technology, social media, and online counseling  
H. & C. Part 2, Sections E-I                                                                                                                                 |
| 3/30  | Sexual, non-sexual multiple relationship       | W. Ch. 7: Sexual contact and ethics  
W. Ch. 8: Nonsexual multiple relationships  
H. & C. Ch. 7: Managing boundaries                                                                                                                                 |
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<th>Date</th>
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<th>Reading Material</th>
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| 4/06  | Individual and group counseling, Family involvement, Assessment, Record keeping  
       | *Presentation 5 & 6*                                                | W. Ch. 9: Group and family interventions  
       |                                  | W. Ch. 10: Assessment                                                          |
| 4/13  | Ethics in supervision, teaching, and research  
       | *Presentation 7 & 8*                                                | 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                                  |
| 4/20  | Professional responsibilities & liabilities, Obligations to the court | W. Ch. 11: Preventing misconduct, ethics complaints, and recovery          |
|       |                                  | H. & C. Ch. 12: The intersection of ethics and law                       |
| 4/27  | Final exam                                                                     |                                                                                |

**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.**
Smart Evaluation
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- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

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/)

Center for Student Access and Assistance (CSAA)

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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.**