CPSY 421: PROFESSIONAL ISSUES  
Spring 2021, Section 1  
Loyola University Chicago

Time & Place: **Asynchronous online** course

Instructor: Eunju Yoon, Ph.D.  
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Phone: (312) 915-6461  
Email: eyoon@luc.edu  
Office Hours: By appointment

Responsiveness: During the weekdays, students can expect to get responses to their emails within 24-48 hours.  
Group meetings: Please see p. 5 to find information about synchronous discussion sessions.

**Required Text**


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

**School of Education Commitment - COVID-19:**

Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.
KEY COVID-19 Resources for your Spring – 2021 Return

Spring 2021 RETURN to CAMPUS Checklist
Spring 2021 RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

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 Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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.

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 into how to improve their teaching and the department can learn how best to shape the curriculum.

Technology

In this course you will use technology as the primary learning tool. As an on-line course, most interaction with the instructor and between students will be conducted synchronously via the zoom space and the course website in Sakai. The Sakai website will contain a general overview of the course expectations (i.e., syllabus), lecture notes, assignments, and the zoom link for synchronous classes. You are encouraged to reach out to the instructor at any time with questions or concerns that you may have. I am more than willing to talk with you via Zoom, as our schedules allow.

Links to Resources

- ITS HelpDesk
  - Email: helpdesk@luc.edu
  - Phone: 773-508-4487
- Library
  - Subject Specialists
- Student Accessibility Center
- Writing Center
- Ethics Hotline
  - Phone: 855.603.6988
- Center for Tutoring and Academic Excellence
- Loyola Bookstore
- Financial Aid
Grading: For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-93 points A
92.9-90 points A-
89.9-87 points B+
86.9-83 points B
82.9-80 points B-
79.9-77 points C+
76.9-73 points C
72.9-70 points C-
69.9-67 points D+
66.9-60 points D
59.9- F

Course Requirements

*** All assignments except for the discussion postings should be submitted via the Sakai Assignment.

*** 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!!

1. Self-Introduction Video (1 point)

To facilitate class interaction, you will record a short video introducing yourself to the entire class. Please include your name, your program, what you hope to learn from this class, how this course can be helpful to your clinical practice, and anything else you would like other students and the instructor to know about you.

Submit your pre-recorded video (by using your cell phone, for example) through the VoiceThread tool in Sakai or you can record your video using VoiceThread. Additionally, the VoiceThread application works best with the Chrome browser. Due 1/29 (Fri), 11pm.

2. Weekly Small Group Discussion Forum (1/25-4/23; 13 weeks x 3 = 39 points)

a. Students will be assigned to small groups, which will be announced in the Sakai Overview. You will participate in weekly small group discussions asynchronously via the Sakai discussion forums.

b. Starting the week of 1/25, post 250-500 words of reflection on weekly learning materials (e.g., readings, lectures, class discussion, student presentations, etc.) by Wed 11pm each week, and two or more responses to other students’ postings by Fri 11pm each week. You may deepen your thoughts and learning through this reflective journaling.
c. Read your weekly reading assignments and listen to weekly lecture recordings. You can find weekly reading assignments, power point slides, and lecture recordings in the Sakai weekly pages. Lecture recordings will be posted by every early Monday morning. Power point slides and lecture recordings are my intellectual properties, so they may not be distributed or shared in any manner, either on paper or virtually, without my written permission.

d. Postings must reflect your knowledge of the material from the current week’s readings and lectures. You may react to another student's post as a part of your post, but it cannot be a duplication of content (i.e., it can be a "starting off" point for your reflection).

e. Each small group should sign up for two one-hour synchronous discussion sessions with the instructor. This will be an opportunity to meet with the instructor as a group, have discussion on the course materials, and ask questions. This synchronous discussion will substitute the Sakai asynchronous discussion postings for the weeks, meaning you will receive full points by attending the synchronous discussion sessions without discussion postings. Your group should decide on the time when everyone can meet and sign up by 2/05 (Fri), 11pm (for your first group) and by 3/19 (Fri), 11pm (for your second group). Google Doc link to a sign-up sheet:
https://docs.google.com/document/d/10IUqIZElRhLRg9OPlr303TyqiNq1Nvf/edit

3. Group case presentation (20 points): 4/05 – 4/26

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 issues. The presenting group should develop a case scenario that involves ethical issues in counseling. Case studies should be designed to develop students’ critical thinking and ethical decision-making skills. 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. 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, knowledge of relevant ethical and legal issues, thoroughness in addressing key issues in each step of decision-making, and critical thinking and ethical decision-making skills.

Group case presenters are asked to submit their slides and recording through the Sakai Assignments by 10 am of the Friday before their scheduled presentation day so that I can review the slides and make them available to other students. Students are expected to actively participate in case discussion via the Sakai Discussion Forums.

Sign up for case presentation by 2/05 (Fri), 11pm

Google Doc link to a sign-up sheet:
case presentation sign-up - Google Docs

4. Final Exam (40 points): 5/01-5/03

We will have a 2.5 hour cumulative final exam that covers the materials from the entire semester. It will be a comprehensive essay exam covering class materials and assigned readings. The exam will be designed to allow you to demonstrate your learning through analyses, syntheses, and evaluation of course materials. It will be a closed book exam and I will post the study guide two weeks before the exam.
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<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1/18</td>
<td>No Class (MLK Jr. Day)</td>
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<tr>
<td>1/25</td>
<td>Introduction and overview&lt;br&gt;Introduction to professional ethics</td>
<td>W. Ch. 1: Introduction to ethics&lt;br&gt;H. &amp; C. Part 1: Introduction</td>
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<tr>
<td>2/01</td>
<td>Ethical practices, principles, and decision-making models</td>
<td>W. Ch. 2: A model for ethical practice</td>
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<tr>
<td>2/08</td>
<td>Competence</td>
<td>W. Ch. 4: Competence&lt;br&gt;H. &amp; C. Ch. 4: Competence</td>
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<tr>
<td>2/15</td>
<td>Managing value conflicts&lt;br&gt;Ethics in multicultural society&lt;br&gt;</td>
<td>W. Ch. 3: Ethics and diversity&lt;br&gt;W. Ch. 6: Informed consent&lt;br&gt;H. &amp; C. Ch. 1: Client rights and informed consent&lt;br&gt;H. &amp; C. Ch. 2: Social justice and counseling across cultures&lt;br&gt;H. &amp; C. Ch. 5: Managing value conflicts</td>
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<tr>
<td>2/22</td>
<td>Confidentiality</td>
<td>W. Ch. 5: Confidentiality&lt;br&gt;H. &amp; C. Ch. 3: Confidentiality</td>
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<tr>
<td>3/01</td>
<td>Crisis intervention</td>
<td>H. &amp; C. Ch. 8: Working with clients who may harm themselves&lt;br&gt;H. &amp; C. Part 2, Sections A-D</td>
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<tr>
<td>3/08</td>
<td>No Class (Spring Break)</td>
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<tr>
<td>3/15</td>
<td>Child abuse</td>
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<td>3/22</td>
<td>Technology, social media, and online counseling&lt;br&gt;Sexual, non-sexual multiple relationship</td>
<td>W. Ch. 7: Sexual contact and ethics&lt;br&gt;W. Ch. 8: Nonsexual multiple relationships&lt;br&gt;H. &amp; C. Ch.9: Technology, social media, and online counseling&lt;br&gt;H. &amp; C. Part 2, Sections E-I&lt;br&gt;H. &amp; C. Ch. 7: Managing boundaries</td>
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<td>3/29</td>
<td>Individual and group counseling&lt;br&gt;Family involvement&lt;br&gt;Assessment&lt;br&gt;Record keeping</td>
<td>W. Ch. 9: Group and family interventions&lt;br&gt;W. Ch. 10: Assessment</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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| 4/05 | Ethics in supervision, teaching, and research | 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 |
| 4/12 | 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 |
| 4/19 | Case presentation 3 & 4 | |
| 4/26 | Case presentation 5, 6, & 7 | |
| 5/01--03 | Case presentation 8, 9, & 10 | |
|  | Final exam | |

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Loyola University Chicago  
School of Education  
Syllabus Addendum

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

- 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 into how to improve their teaching and the department can learn how best to shape the curriculum.

**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, Digication 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](#).
Additional ONLINE Course Policies

Privacy Statement:
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings: Please see p. 5.

Student Participation: Please see pp. 4-5.

Class Conduct:
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support:
Special Circumstances—Receiving Assistance
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

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. 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.

Syllabus Addendum Link:
https://www.luc.edu/education/studentlife/resources/syllabi/