CPSY 421: PROFESSIONAL ISSUES  
Fall 2014  
Loyola University Chicago

Mo 4:15-6:45 PM  
CLC Room 105

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Required Text


Course Descriptions 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 across different settings (e.g., community, school) and clients.

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 across different settings and clientele, and (4) to understand how their own values, beliefs, and cultures contribute to ethical decision making.

School of Education Conceptual Framework

Professionalism in the Service of Social Justice: As a professional counselor you 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. 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 though the case analysis on the final exam.

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, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on the syllabus and the descriptions
for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

**Technology**

In this course you will use technology to aid you in communicating and locating resources. Sakai will be used for communication. Students will be encouraged to be creative in their presentations which will be evaluated on Live Text.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

**Diversity**

Your program is committed to issues of diversity including but not limited to, race, gender, sexual orientation, social class, ethnicity, and 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.

**Evaluation**

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>83-85</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>73-75</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>69 &amp; below</td>
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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Examination</td>
<td>100</td>
</tr>
<tr>
<td>Practitioner interview</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam/Presentation</td>
<td>200</td>
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<tr>
<td>Total</td>
<td>500 points</td>
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Late work will have 10% deducted from the total possible score for each day past due date. 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: 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 attendance starting with a baseline of 30 points. Students missing more than 20 minutes of class will be considered “absent.”

2. Exams: We will have two exams. The first will be a comprehensive essay exam covering class material and assigned readings. The exam 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. (CF6, CF7, CF8)

3. Practitioner interview: You will be required to interview a professional working in counseling 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 who you consider to be a positive role model for your own personal practice, as well as someone who would be comfortable sharing his or her thoughts with you on this topic. Do not tell or otherwise reveal the person’s name to the instructor to preserve confidentiality for any disclosures which may occur. Please present a 4-6 page paper summarizing the interview.

4. Final Exam/Presentation: In order to help you and your team develop critical thinking and ethical decision making skills, your team will submit an analysis of one case involving potential ethical and legal issues. Each case analysis will be about 6-8 pages, double-spaced. Case analyses will follow the format for ethical decision making that will be discussed in class. Students will present their case analysis during the final week of class. General questions will be presented at least two weeks prior to the presentations. Students are encouraged to use PPT as this will be evaluated for LiveText.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Introduction and overview</td>
<td></td>
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<tr>
<td>September 1</td>
<td>Labor Day No Class</td>
<td></td>
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<tr>
<td>September 8</td>
<td>Introduction of professional ethics</td>
<td>W. Ch.1,2</td>
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<tr>
<td>September 15</td>
<td>Ethics in multicultural society</td>
<td>W. Ch.3</td>
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September 22  Competence  W. Ch 4
September 29  Midterm Review
October 6  Fall Break No Class
October 13  **Midterm Exam**
October 20  Confidentiality/Informed Consent  W. Ch 5 & 6

**Practitioner interview due**

October 27  Sexual, non-sexual multiple relationship  W. Ch. 7, 8
November 3  Group and family & assessment  W. Ch. 9, 10
November 10  Responsibilities for Self
Ethics in community, college and other settings  W. Ch. 11, 12

November 17  Ethics in school counseling and supervision  W. Ch. 13, 14
November 24  Counselors as teachers/researchers  W. Ch. 15

December 1  Presentations

**IDEA Objectives**

Below are 3 objectives considered essential or important objectives of the course:
1) Gaining factual knowledge (terminology, classifications, methods, trends).
2) Learning to apply the course material (to improve thinking, problem solving, and making decisions).
3) Developing a clearer understanding of, and commitment to, personal values.

**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 Disability 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 University Chicago. 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 (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, 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**

- **Cell phones:** Silent or off.
- **Computers:** May be used for note taking or educational support of class material. Using a computer for social networking, unrelated surfing, etc. is strictly prohibited.

*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.*