



SYLLABUS

Course Title	Professional Ethics and Issues
Course Number	HRE 428-1
Number of Credits	3
Course Dates	1/14/19 – 3/9/19
Instructor	Gina Larson
Email Address	gina.larson@doane.edu
Office Hours/Availability	<p>My preference is that you will try to email me first. I will usually respond to email and phone messages from 8am to 11pm Monday-Saturday, please allow 24 hours for me to respond. If you need an immediate response, please phone me. Be aware I only check emails after 5pm on Sundays. If you have questions before this time, please phone me.</p> <p>I am available for meetings by appointment.</p>
Phone Number	402-416-8714
Textbook Information: (e.g. title, edition, publisher, ISBN)	<p>Corey, G., Corey, M., & Callahan, P. Issues and Ethics in the Helping Professions, ed. 9th.</p> <p>Publisher: Brooks/Cole, Cengage Learning, ISBN # 978-1-305-38945-8</p> <p>Corey, G., Herlihy, Barbara. ACA Ethical Standards Casebook, Seventh Edition.</p>

	Publisher: American Counseling Assn, ISBN # 978-1556203213
Additional Course Materials	N/A
Course Description	The study of ethical counseling practices, behaviors and decision making. Includes legal considerations, rights of clients, and counselor roles and values.
Program Outcomes	<ul style="list-style-type: none"> a. Gather and analyze information for research and to critically evaluate research done by others b. Know and understand the theories of counseling and their application to the challenges faced by clients c. Develop interpersonal communication and relationship- building skills necessary to function effectively in human services and/or mental health settings d. Know and understand the impact of culture, race, ethnicity, gender, sexual orientation, and age on both practitioner and the client e. Know and understand the ethical and legal dimensions of the human services profession
Course Learning Outcomes/Objectives	<p>Learning Objectives</p> <p>Course Objectives</p> <p>At the completion of this course students will be able to:</p> <ul style="list-style-type: none"> 1. Identify current ethical issues facing professionals in the field. 2. Articulate and critique his/her own values and their impact on one's ethical posture. 3. Compare ethical decision-making models and illustrate use. 4. Locate and use resources for in-depth study of professional ethics

	<p>5. Locate resources available to those working in the helping professions to assist with ethical decision-making.</p> <p>6. Articulate and critique the management of personal/professional boundaries with clients and various other practice responsibilities.</p> <p>7. Evaluate personal growth in the field of ethics.</p> <p>8. Apply the ACA code of ethics to a case study with legal and ethical implications.</p>
Technology Requirements	https://www.doane.edu/faq/minimum-computer-requirements

Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
1	Exploring Ethics	<p>Reflect upon current professional/civic ethical issue</p> <p>Review ACA Code of Ethics</p>	<p>PO c</p> <p>LO 1 & 4</p>	<p>Assignment for week 2:</p> <p>Read chapter 1 in textbook and Part I & II in ACA Ethical Standards Casebook</p> <p>Write reflection</p>

				<p>paper: Attitudes and Beliefs about Ethical and Professional issues due by 5pm day of session 2 submit via Blackboard</p>
2	<p>Ethics and the Law</p> <p>Ethical Decision-Making Model</p>	<p>Ethical Scenario Case Study</p> <p>Review ethical decision-making model</p>	<p>PO c, d, & e</p> <p>LO 1, 2, 3, 7, & 8</p>	<p>Assignment for session 3</p> <p>Read chapter 2 in textbook and chapter 4 in ACA Standards Casebook</p> <p>Write Reflection Paper: Countertransference Paper</p>
3	<p>Personal/Professional "You"</p>	<p>Explore the role of counselor self-awareness in ethical practice</p> <p>Explore transference and countertransference</p> <p>Self-Care</p>	<p>PO b, c, d,</p> <p>LO 1, 2, 4, & 8</p>	<p>Assignment for session 4</p> <p>Read chapter 3 in textbook, and chapter 5 in ACA standard casebook</p> <p>Complete component 1 of outside activity-What's really going on</p>

4	Values & Values Conflicts	Exploring values conflicts Gender Labels Yes/No	PO c, d, & e LO 1, 2, 5, & 8	Assignment for session 5 Read chapters 4 & 5 in text and Chapters 1 & 2 in ACA standards Casebook Group 1 to present
5	Multicultural Perspective and Diversity Issues, Client Rights and Counselor Responsibilities	Examine ethics codes from a diversity and social justice perspective Court Case Review Explore ethical issues pertaining to sexual orientation Informed Consent	PO a, b, c, d, & e LO 1, 4, & 7	Assignment for session 6 Read chapter 6 in textbook and chapter 3 in ACA standard casebook Write reflection paper: Confidentiality Submit component 2 of outside activity Group 2 present
6	Confidentiality : ethical and legal issues	Explore the distinction between duty to warn and duty to protect.	PO a, b, c, d, & e LO 1, 2, 3, & 7	Assignment for session 7 Read chapter 7 in textbook and chapter 7

		<p>Differentiate between confidentiality, privacy, and privileged communication.</p> <p>Apply ethical decision-making model</p>		<p>in ACA standard casebook</p> <p>Submit component 3 of outside activity</p> <p>Group 3 to present</p>
7	Managing Boundaries	<p>Legal and ethical considerations for Gifts, Bartering, and Sexual Attractions.</p> <p>Identify personal values and beliefs and their effects in maintaining boundaries</p> <p>Identify resources in field of counseling</p>	<p>PO a, b, c, d, & e</p> <p>LO 1, 2, 3, 6, & 7</p>	<p>Assignment for session 8</p> <p>Read chapter 8 & 9 in textbook and chapter 8 & 9 in ACA standard casebook</p> <p>Complete individual case study</p> <p>Write reflection paper: Shifts in Thinking about Ethics</p> <p>Group 4 to present</p>
8	Putting it all into action	<p>Compare ethical decision-making models and illustrate their use</p>	<p>PO a, b, c, d, & e</p> <p>LO 1, 2, 3, 6, 7 & 8</p>	<p>To be completed in class:</p> <p>Scenario activity</p> <p>Complete self</p>

		Apply ACA code of ethics to case study Evaluate personal growth in the field of ethics		learning evaluation
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Grading Assessments

Type of Assessment	Points	Total possible points
Weekly class activities	10 points for week 1-7	70 points
Reflection Papers (4)	10 points each	40 points
Case study	100 points	100 points
Scenario Response	50 points	50 points
Outside Activity	20 points for each of 3 components	60 points
Group Presentation	100 points instructor, 40 group evaluations, 10 points self-evaluation	150 points

Grade Scale

A+ = 97-100% A = 94-96%

A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%

C+ = 77-79% C = 74-76% C- = 70-73% D+ = 67-69% D = 64-66% D- = 60-63%
F= 59% or below

Participation Policy	<p>A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.</p> <p>(Faculty to insert any additional class participation; see resource page for ideas.)</p>
Study Time	<p>Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.</p>
Late Work	<p>(Include expectations regarding late work; please see attachment for examples.)</p>
Submitting Assignments	<p>(Include expectations regarding students' submission of assignments, for example, in class or in Blackboard.)</p>
Communication Policy including Assignment Feedback	<p>(State your policy on timeliness of communicating with students and length of time needed before assignments will be graded, e.g. 48 hours.)</p>
Academic Integrity Policy	<p>New Academic Integrity Policy to be released AUTM 2018</p>
Academic Support	<p>Please contact academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support</p>
Disability Services	<p>https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Chris Brady at chris.brady@doane.edu or</p>

	402-467-9031 for assistance.
Military Services	https://www.doane.edu/graduate-and-adult/military
Anti-Harassment Policy	http://catalog.doane.edu/content.php?catoid=5&navoid=452
Grade Appeal Process	http://catalog.doane.edu/content.php?catoid=5&navoid=238
Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.