

**Course Syllabus**

COURSE: CHLT 1309 COMMUNITY ETHICS  
SEMESTER: FALL 2016

CLASS TIMES: Tuesdays 6-9

INSTRUCTOR: Glenn Hoffman, LPC-S, ASOTP

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**“South Plains College improves each student’s life.”**

**GENERAL COURSE INFORMATION**

**COURSE DESCRIPTION**

This course provides a discussion of ethics as it pertains to health care and community settings, including ethical decision-making.

\*This course will be taught in an online-only format.

**STUDENT LEARNING OUTCOMES**

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|---|
| Students will:  |
| Be aware and sensitive to ethical issues, particularly ones that have personal and professional relevance.  |
| Know the CRCC Code of Ethics, which governs Rehabilitation Counselors, and other ethical codes that are applicable to student professional practices (e.g. ACA, APA).   |
| Have the ability to reason about ethical issues, as well as utilize and be able to explain strategies for making ethical decisions.   |
| Be aware of relevant laws which affect families and individuals.  |
| Be aware of legal issues associated with the practice of rehabilitation counseling (e.g. malpractice, breach of contract, client rights, confidentiality, duty to warn, informed consent, and expert witness role).   |
| Be aware of legal and ethical issues related to working with clients who are culturally different from the counselor or who have special issues (e.g. sexual orientation, physical handicaps, or gender differences). |
| Be aware of referral sources and employment opportunities in the counseling field.  |
| Be aware of legal and ethical issues related to research.   |

**COURSE OBJECTIVES - Outline form (correlated to Scans and Foundations Skills).**

This course’s intent is to provide an opportunity to understand the professional, ethical, and legal issues in rehabilitation counseling. It will assist students in learning the parameters of ethical practice, legal requirements, and certification. This class will assist in helping the student make sound ethical decisions for improving the quality of care involved in various types of professional and counseling relationships. The student will have a broad knowledge of client’s rights, confidentiality, case documentation, and ethical conduct as related to the profession.

At the conclusion of this course, the student will demonstrate effective ethical practice utilizing ethical decision making models; express professional competence in regard to ethical and legal issues; demonstrate a clear understanding of issues related to client confidentiality; recognize the significance of Tarasoff v. Regents; have a clear understanding of general principles of law pertaining to the client-counselor relationship - civil, and criminal liability; understand the relationship between the law and ethics; exhibit the ability to work effectively with diversity, multiculturalism, and minorities; and demonstrate an understanding of the American levels of government and court systems.

## EVALUATION METHODS

Student participation is evaluated through weekly classroom discussions on ethical and legal topics through the dissemination of research articles and text material, midterm and final exam assessments, as well as student application of ethical codes and ethical decision-making model(s).

## ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating** - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports or summaries, and to term papers.

**Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

## SCANS and FOUNDATION SKILLS

Refer also to Course Objectives. SCANS and Foundation Skills attached.

## VERIFICATION OF WORKPLACE COMPETENCIES - CAPSTONE EXPERIENCE

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### REQUIRED TEXT AND MATERIALS

Commission on Rehabilitation Counselor Certification. (2010). *Code of professional ethics for rehabilitation counselors*. Schaumburg, IL: Author. CRC/CCRC Code of Ethics online: <http://www.crc certification.com>

\*\*Download and print the CRCC Code of Ethics

Academic Articles as indicated

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### SPECIFIC COURSE INFORMATION

#### ATTENDANCE POLICY

Online attendance is required. If the student misses more than 3 weeks of class participation, and if minimum course objectives cannot be met due to those absences, the student may be dropped from the course. When an unavoidable reason for class absence arises, the student is encouraged to inform the instructor and is required to make up any work missed within a reasonable time period. See SPC Catalog.

#### ASSIGNMENT POLICY

The student is required to take 2 exams: a Midterm and a Final Comprehensive Exam, participate in weekly online class discussions, and write a Final Term Paper. Successful completion of course competencies is determined by weekly online participation, achieving a passing grade on both exams, and demonstrating practical applications of ethics and ethical decision making models.

#### CLASSROOM DISCUSSION (120 points)

Every week, an instructor led-question will be posed to the class. Student *discussion* to the questions must incorporate information taken from that week's assigned reading(s). Discussion should incorporate materials **from the CRCC Code of Ethics** assigned for that week.

Classroom discussions are worth 8 points.

### **ETHICAL DECISION MAKING MODEL – MOVIE PAPER (50 points)**

Select a movie from the "Suggested Movie List" provided in class. Each student must decide on a movie to watch. Once one student selects their designated movie, no other student may choose that movie.

After selecting a movie, carefully observe the movie for instances of ethical violations or ethical dilemmas found within the context of the movie. Then, apply the 10 step Ethical Decision Making Model for analyzing and solving the movie's ethical violation(s) or dilemma(s). The 10 step Ethical Decision Making Model is posted in the Blackboard "Movie Paper" menu.

Formatting/organization of this paper is very important. Each paper must explicitly state each of the ten steps; for example, **Step 1: Describe the Issue**. After explicitly stating the step, under each step describe how the ethical violation or dilemma from the movie applies to that step. See Table 1.2 "*Considerations to be addressed*" and the summary of Table 1.2, found in the Blackboard "Movie Paper" menu, for assistance applying the violation or dilemma to each step.

The paper should be a total of 5-10 pages total, not including a cover sheet; typed, and double spaced. The Movie Paper assignment must be submitted online via the Blackboard Assignment Tab titled "Movie Paper".

Grading: 10 points for properly formatting/organizing the paper (explicitly stating each of the ten steps) and 4 points per step for describing how the movies ethical violation/dilemma applies to the ten steps. Students are encouraged to submit their Movie Paper early for an opportunity to revise and resubmit. Due by December 5<sup>th</sup>.

### **Ethics Midterm Exam (80 points)**

A Midterm Exam will be available online on **TBA**. PLEASE PLAN ACCORDINGLY AND IN ADVANCE. The Midterm will cover Chapters 1-7 and CRCC Code of Ethics Preamble and Sections A, B, C, D, J, and K. Since this is an online, at-home exam, where resources can be accessed, a review guide will not be provided. Students will have 2 hours to complete the exam. There will be no make-up midterm exam.

### **Comprehensive Final Exam (100 points)**

The Final Exam will be available online from **TBA**. The Final Exam is comprehensive, and will cover material from the Midterm Exam, as well as Chapters 8, 10, 13, CRCC Code of Ethics Sections D, E, G, and L, legislation, judicial, and legal issues. Since this is an online, at-home exam, where resources can be accessed, a review guide will not be provided. Students will have 2 hours to complete the exam. There will be no make-up final exam.

**GRADING POLICY** - Grades in this course will be determined using the following criteria and range:

|                       |                   |
|-----------------------|-------------------|
| Classroom Discussions | 120 points        |
| Movie Paper           | 50 points         |
| Midterm Exam          | 80 points         |
| Final Exam            | <u>100 points</u> |
| TOTAL: 350 points     |                   |

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| 350-315 A |
| 314-280 B |
| 279-245 C |
| 244-210 D |
| 209-0 F   |

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## COMMUNICATION POLICY

- Electronic communication between instructor(s) and students in this course will utilize the South Plains College email system. Instructor(s) will not initiate communication using private email accounts. Text messaging instructor is not permitted.

## STUDENT CONDUCT

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC Student Guide: See SPC Catalog.

## SPECIAL REQUIREMENTS

- Each student is expected to successfully achieve program and course objectives. Please contact the instructor if you are experiencing difficulties in reaching the outlined objectives. Together we will attempt to find a solution that meets your individual needs as well as the required Applied Rehabilitation Program standards. Additionally, take some time, organize and prioritize your activities, and be aware of college holidays and important due dates of assignments, as well as the last day courses may be dropped.

## ACCOMMODATIONS

### DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office in rooms 809 and 811, Reese Center Building 8, (806) 885-3048 ext. 4654.

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## FOUNDATION SKILLS

### BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

## **THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason**

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

## **PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

## **SCANS COMPETENCIES**

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION - Acquires and Uses Information**

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

### **INTERPERSONAL—Works with Others**

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer’s expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity—works well with men and women from diverse backgrounds.

### **SYSTEMS—Understands Complex Interrelationships**

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

**TECHNOLOGY—Works with a Variety of Technologies**

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

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## COURSE OUTLINE

| DATE                    | ASSIGNMENTS   |
|-------------------------|---|
| Week 1:<br>August 30    | Introduction to Professional Ethics<br>CRCC Code of Ethics Preamble<br>Article: <i>Rehabilitation Counseling Education and the New Code of Ethics (2010)</i>  |
| Week 2:<br>September 6  | The Counselor as a Person and as a Professional<br>CRCC Section A: Counseling Relationship<br>Article: <i>A typology of burnout in professional counselors (2010)</i>   |
| Week 3:<br>September 13 | Values and the Helping Relationship<br>CRCC Section A: Counseling Relationship<br>Article: <i>Induced abortion: An ethical conundrum for counselors (2002)</i>  |
| Week 4:<br>September 20 | Managing Boundaries and Multiple Relationships<br>CRCC Section A: Counseling Relationship<br>CRCC Section K: Business Practices<br>Article: <i>Factors associated with acceptance and decline of client gift giving (2008); The ethics of prayer in counseling (2007)</i>   |
| Week 5:<br>September 27 | Confidentiality: Ethical and Legal Issues<br>Section B: Confidentiality, Privileged Communication, and Privacy<br>Articles: <i>Ethical complaints and violations in rehabilitation counseling (2007)</i> ; Texas State Board ruling "Duty to Warn"; CPS/APS; and Suicide Assessments  |
| Week 6:<br>October 4    | Client Rights and Counselor Responsibilities<br>CRCC Section B: Confidentiality, Privileged Communication, and Privacy<br>CRCC Section D: Professional Responsibility<br>CRCC Section J: Technology and Distance Counseling<br>Article: <i>A new approach to distance counseling skill development (2011)</i> ; <i>E-mail Communication: Issues for mental health counselors (2011)</i> |
| Week 7:<br>October 11   | Multicultural Perspectives and Diversity Issues<br>CRCC Section C: Advocacy and Accessibility<br>Articles: <i>Augusta State U. is accused of requiring a counseling student to accept homosexuality (2010)</i>  |
| TBA                     | <b>MIDTERM EXAM –</b>   |

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| Week 8:<br>October 12   | Professional Competence and Training<br>CRCC Section D: Professional Responsibility<br>CRCC Section E: Relationships with other Professionals<br>Article: <i>Systematic evaluation of professional performance: Legally supported procedure and process (2002)</i> |
| Week 9:<br>October 25   | Issues in Theory and Practice<br>Section G: Evaluation, Assessment, and Interpretation<br>Article: <i>Psychiatric malpractice: Basic issues in evolving contexts (2007)</i><br>--OR--<br><i>The role of psychiatric diagnosis in the law (2002)</i>                |
| Week 10:<br>November 1  | Ethical Issues in Community Work<br>Section L: Resolving Ethical Issues<br>Article: <i>ACA advocacy competencies: Social justice advocacy at the client/student level (2009); Advocacy Competency Domains(2003)</i>  |
| Week 11:<br>November 8  | Rehabilitation Act and Americans with Disability Act (ADA)<br>Read: <i>Philosophical, Historical, and Legislative Aspects of the Rehabilitation Counseling Profession; Rehabilitation Act and ADA</i>  |
| Week 12:<br>November 15 | U.S. Judicial Systems; Legal Issues; Ethics and the Law<br>Read: <i>Judicial Systems, Legal Issues, and Ethics and the Law</i>   |
| Week 13:<br>November 22 | Ethical Decision Making Models<br>Read: <i>Ethical issues encountered by counselors: Some solutions</i><br><i>Ethical decision-making models: A review of the literature ; Ethical Decision Making</i>   |
| November 29             | ???  |
| Week 14:<br>December 6  | Ethical Decision Making Models continued...<br><b>DUE: Ethical Decision Making Model – MOVIE PAPER</b>   |
| TBA Dec. 12-15          | <b>Final Comprehensive Exam</b>  |

\*additional supplemental articles may be added or substituted.