**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**FALL SEMESTER 2019**

**Course Number: RSED4130-002**

**Course Title: Ethical Practices in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: MWF 9 – 9:50am, 1435 Haley Center**

**Date Syllabus Prepared:** August 2017; 2018; 2019

Instructor: Jinhee Park, PhD, CRC

Email: [jzp0095@auburn.edu](mailto:jzp0095@auburn.edu)

Phone: 334-844-7620

Office Hours: By Appointment

Office Address: 3010 Haley Center

**Text(s):**

Required:

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th Ed.) Stamford, CT: Brooks/Cole Cengage Learning.

Additional Readings:

Barnett, J. E., Behnke, S. H., Rosenthal, S. L., & Koocher, G. P. (2007). In case of ethical dilemma, break glass: Commentary on ethical decision making in practice. *Professional Psychology - Research & Practice, 38*(1), 7-12.

Commission on Rehabilitation Counselor Certification. (2016). *Code of professional ethics for rehabilitation counselors*. Schaumburg, IL: Author.

Cottone, R. R. & Tarvydas, V. M. (2007). *Counseling ethics and decision making.* Upper Saddle River, NJ: Pearson Education Inc.

Ford, G. G. (2006). *Ethical reasoning for mental health professions*. Thousand Oaks, CA: Sage.

Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M. M. (2007). When laws and ethics collide: What should psychologists do? *Professional Psychology - Research & Practice, 38*(1), 54-59.

Thiroux, J. P. & Krasemann, K. W. (2011). Ethics: *Theory and practice.* Upper Saddle River, NJ: Prentice Hall.

**Course Description:**

This course addresses salient ethical and professional issues for human service workers in the field of Rehabilitation and Disability Studies. Its purpose is to stimulate thinking and provide a foundation regarding major ethical issues related to professional practice, specifically in relationship to working with individuals with disabilities. The course will provide a foundational appreciation of the core values inherent within the ACA and CRCC Code of Ethics and standards of practice, and the application of these principles, including ethical decision-making models, in the various service settings within the field of Rehabilitation and Disability Studies. The ethical provision of services will also be discussed and case studies will be utilized to simulate these experiences.

**Course Objectives:**

By the end of the course, through satisfactory performance, students should be able to demonstrate the following:

1. The legal, ethical, and clinical-professional issues, which affect the provision of rehabilitation counseling and relevant services.

2. Development of an understanding of principle ethics: beneficence, non-maleficence, justice, autonomy, fidelity, and veracity.

3. An ability to reason about ethical issues/dilemmas, and utilize and explain their chosen model of ethical decision making.

4. Development of greater moral responsibility and the ego strength to take actions.

5. Development of greater ability to tolerate ambiguity in the ethical decision making process.

6. Development of knowledge and understanding about the role, function, and core standards of the major codes of ethics applicable to the students’ professional practices.

7. Models of ethical decision-making and the application of those models to specific situations rehabilitation counselors might face.

**Course Format:**

The class will provide students with a variety of opportunities to explore various ethical, legal and moral issues faced in the field of Rehabilitation and Disability Studies. A variety of instructional methods including discussion, lecture, multimedia, and experiential learning opportunities will be utilized to assist students to achieve learning objectives by the end of the semester.

The lecture discussion component will be didactic in nature and will focus on various key concepts of ethical practices in rehabilitation. Discussions will be based on lecture information, material from the text, outside reading assignments, and relevant topics that are raised during class. The discussions place primary responsibility on each student to critically read and reflect upon the assigned reading material, to raise questions and constructively discuss issues relevant to the readings, and to discern differences between one’s knowledge and one’s beliefs and opinions.

The practical application/experiential activities component is designed to help students bridge the gap between theory and practice through exercises, role-plays, videos, and the use of clinical case studies.

**Course Content and Tentative Course Schedule: Fall 2017**

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| --- | --- | --- |
| Week | Topic | Readings/Assignments Due |
| 1 | No Class  \*Review syllabus and discussion board on Canvas |  |
| 2  8/26  8/28 | Introduction to Professional Ethics | Chapter 1  Code of professional ethics for rehabilitation counselors  Ethical decision making models |
| 3  9/4 | **No Class on Sep. 2nd (Labor Day)**  Counselor as a Person and as a Professional | Chapter 2 |
| 4  9/9  9/11 | Values and the Helping Relationship Multicultural Perspectives and Diversity Issues | Chapter 3 & 4 |
| 5  9/16  9/18 | Client Rights and Counselor Responsibilities Confidentiality: Ethical and Legal Issues | Chapter 5 & 6 |
| 6  9/23  9/25 | Managing Boundaries and Multiple Relationships  Professional Competence and Training | Chapter 7 & 8 |
| 7  9/30  10/2 | Ethical Issues in Supervision  Issues in Theory and Practice | Chapter 9 &10 |
| 8  10/7  10/9 | Midterm Review  MIDTERM EXAM (10/9) | **Ethical Decision Making Paper/PT Case Selection Due 10/12** |
| 9  10/14  10/16 | Ethical Issues in Couples and Family Therapy  Ethical Issues in Group Work | Chapter 11 &12 |
| 10  10/21  10/23 | Community and Social Justice Perspectives | Chapter 13  **Ethical Decision Making Paper/PT Outline Due 10/26** |
| 11  10/28  10/30 | Disability & Ethics | Materials posted on Canvas |
| 12  11/4  11/6 | Disability & Ethics | Materials posted on Canvas |
| 13  11/11  11/13 | **Student Presentation** | **Ethical Decision Making Paper Due 11/16** |
| 14  11/18  11/20 | **Student Presentation** |  |
| 15 | Thanksgiving Break-No Class |  |
| 16  12/2  12/4 | Final Review  FINAL EXAM (12/4) | **Practitioner Interview**  **Due 12/7** |

**Course Requirements & Student Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Group discussions (2@10) | 20 |
| 2. Midterm Exam | 20 |
| 3. Final Exam | 20 |
| 4. Ethical decision making paper/presentation | 25 |
| 5. Practitioner Interview | 15 |
| **Total** | **100** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89.99 Points |
| C 70-79% | 70-79.99 Points |
| D 60-69% | 60-69.99 Points |
| F Below 60% | 59 or below Points |

**1. Class Participation/Group Discussions (2 pts each/total of 20 pts):**

It is expected that each person will come to class prepared and will participate in discussions generated through class readings and topic presentations and involved in class activities. Each week different activities based on the topic will be provided to a small group, that is assigned at the beginning of the semester. Small group activities will be given to each group during the class so that the group can complete it based on the small group discussion. NO makeup work is allowed for this. Each group discussion is worth 2 points (10 weeks for the topic is covered each week. Note that presentation weeks are excluded).

**2. & 3. Midterm/Final Exams (20 pts midterm/20 pts final):**

Each of the exams will consist of multiple-choice, short answer and case presentation questions drawn from class and assigned readings. Detail information will be provided in class.

**4. Ethical Decision Making Paper/Presentation (25 pts):**

This paper/presentation is intended to help you understand better about the ethical decision making process. Students will choose a case scenario (submit selected case by **10/12**) that addresses an ethical issue or dilemma in counseling and related field regarding one of the following ethical issues:

a. Competence

b. Confidentiality

c. Multiple relationships

d. Informed consent

e. Test development

f. Research, assessment or treatment conducted under managed care

g. Research, assessment or treatment conducted in the schools

h. Forensic assessment

i. Another topic with consent of instructor

The dilemma should be sufficiently complex to require the use of an ethical decision-making model (we are going to discuss during the class). It can be one that you have encountered, one that you have heard about or that has appeared in the media or professional journals. Your paper is basically analyzing the dilemma utilizing an ethical decision making model/procedure that we will discuss in the class. Organize the paper including the following information:

* Identify the case scenario
* Initial Appraisal – Ethical and legal considerations involved (code of ethics, laws…)
* Gather Information – Facts specific to the dilemma, pertinent ethical and legal guidelines, consultation
* Secondary Appraisal – Are their other continuing reasons/conflicts that exist
* Generate options and estimate consequences
* Making a Decision
* Identify possible consequences to the decision

Students will submit an outline of their assignment (**Due 10/26**), 1-2 pages with bullet points describing major components of your paper/presentation. This will give you a chance to get feedback/comments from me and polish your final work.

Once completing the paper (4-5 pages in length), you should present your case to the entire class, as well as lead a class discussion of the issues. The presentation is expected to take **appx. 10 minutes** in class. At the end of your presentation you should provide at least 2-3 questions to foster group discussion. The due for the paper is **November 16th**; and (2) submit the PowerPoint Slides for the presentation by the day of the presentation.

This paper requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page; abstract and author’s note pages are not required).

For additional resources: <http://owl.english.purdue.edu/owl/resource/560/02/>

**5. Practitioner Interview (15 points) Due December 7th:**

For this assignment students need to interview one practitioner in their field/practice settings 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 is experienced and 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. After the interview, you will work on a summary of the interview with the 4-5 pages in length (excluding a cover page), and submit it to the instructor. This assignment will give you an opportunity to explore how an admired practitioner thinks about, processes and experiences the ethical dimensions of their work in “the real world”.

To help you conduct an interview with a practitioner, the following questions are listed as a guidance. However, do not limit yourself asking these questions only, or you are not required to use those questions and feel free to use your own interview skills.

*Example Questions for the Interview:*

1. What is your practice like generally? What types of clients and client issues do you see? What types of techniques or approaches do you use often?

2. What types of ethical problems or issues do you see in your practice, and how often do they occur?

3. Have you seen this pattern change over the time frame in which you have been in the field?

4. What type of approach/s do you take to problem solve or address ethical dilemmas that arise in your practice?

5. What resources do you find helpful in this process, and how do/would you use them?

6. How do you find the following factors impacting the type/level/ or quality of your ethics practices (be as specific or general as seems appropriate): legal constraints/risk management concerns/institutional policies & procedures

7. How much and/or what types of formal preparation (in graduate school, continuing education, or in-service training) have you received to assist you in learning the knowledge and skills relevant to ethical practice? Do you think it was adequate? How would you add to it or modify it?

8. Who is/was the best role model of ethical practice for you in your career and how did they teach or influence you?

9. How big a concern do you think ethical dimension will be in the future of your practice and do you see any changes in the field emerging that will need to be accommodated in the future practice of the field?

10. What would be the one “best piece of advice” you would give the new practitioner about ethics and the practice of counseling from your accumulated experience?

*Writing guidelines:*

This paper will include **three** sections:

In the **first** section, you will provide brief information about the practitioner (e.g., some background about both the counselor as a person and as a professional such as age, gender, cultural diversity etc.; However, for the confidentiality, do not provide any identifiable information!) and his or her practice setting (some contextual summary about the counseling setting in which the practitioner works).

In the **second** section you need to provide the summary of the interview you did, describing the information and major themes of the practitioner’s discussion with you that are relevant to his/her ethical practices.

In the **third** section you may reflect on what you have felt with this interview and how it may influence your future practice?

This paper requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page; abstract and author’s note pages are not required).

For additional resources: <http://owl.english.purdue.edu/owl/resource/560/02/>

**Class Policy Statements:**

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.

2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see University Policies https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information on excused absences.

3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

5. Students with Disabilities Statement Disability Accommodations: Students who

need accommodations are asked to electronically submit their approved

accommodations through AU Access and to arrange a meeting during office hours the first

week of classes, or as soon as possible if accommodations are needed immediately. If you

have a conflict with my office hours an alternative time can be arranged. To set up this

meeting, please contact me by e-mail. If you have not established accommodations through

the Office of Accessibility, but need accommodations, make an appointment with the Office

of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

7. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but may be used for class purposes only and must not be a distraction.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.