**AUBURN UNIVERSITY**

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

**FALL SEMESTER 2020**

**Course Number: RSED 4133**

**Course Title: Ethical Practices in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Date Syllabus Revised:** August 2020

Instructor: Lindsay Portela, PhD, LPC, NCC

Email: lkp0004@auburn.edu

Office Hours: By Appointment via Zoom

**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** (provided to you on Canvas):

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.

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.

**Recommend Texts:**

 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.

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:**

This course is delivered via distance learning. The format of the course will consist of using both synchronous (Zoom) and asynchronous online formats (Canvas). 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. The practical application/experiential activities component is designed to help students bridge the gap between theory and practice through journals, exercises, role-plays, and the use of clinical case studies.

**Course Content and Tentative Course Schedule: Fall 2020**

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| --- | --- | --- | --- |
| Week | Topic | Reading(s) | Assignments Due |
| Week 1(8/17 – 8/23) | Course Introduction & Syllabus Review |  |  |
| Week 2(8/24 – 8/30)  | Introduction to Professional Ethics&Counselor as a Person and as a Professional | Chapters 1& 2Code of professional ethics for rehabilitation counselorsEthical decision making models | Discussion Post 1 Due Sunday 8/30 by 11:59 PM |
| Week 3(8/31 – 9/6)  | Values and the Helping Relationship | Chapter 3 | Discussion Post 2 Due Sunday 9/6 by 11:59 PM |
| Week 4(9/7 – 9/13) | Multicultural Perspectives and Diversity Issues | Chapter 4 | Discussion Post 3 Due Sunday 9/13 by 11:59 PM |
| Week 5(9/14 – 9/20) | Client Rights and Counselor Responsibilities | Chapter 5 | Discussion Post 4 Due Sunday 9/20 by 11:59 PM |
| Week 6(9/21 – 9/27)  | Confidentiality: Ethical and Legal Issues | Chapter 6 | Discussion Post 5 Due Sunday 9/27 by 11:59 PM |
| Week 7(9/28 – 10/4)  | Managing Boundaries and Multiple Relationships | Chapter 7 | Discussion Post 6 Due Sunday 10/4 by 11:59 PM**Ethical Decision Making Project Case Selection Due Sunday 10/4 by 11:59 PM** |
| Week 8(10/5 – 10/11) | MIDTERM REVIEW |  | **Midterm Exam Due Sunday 10/11 by 11:59 PM** |
| Week 9(10/12 – 10/18) | Professional Competence and Training | Chapter 8 | Discussion Post 7 Due Sunday 10/18 by 11:59 PM |
| Week 10(10/19 – 10/25)  | Ethical Issues in Supervision | Chapter 9 | Discussion Post 8 Due Sunday 10/25 by 11:59 PM**Ethical Decision Making Outline Due Sunday 10/25 by 11:59 PM** |
| Week 11(10/26 – 11/1) | Issues in Theory and Practice | Chapter 10  | Discussion Post 9 Due Sunday 11/1 by 11:59 PM |
| Week 12(11/2 – 11/8)  | Ethical Issues in Couples and Family Therapy&Ethical Issues in Group Work | Chapters 11 & 12 | Discussion Post 10 Due Sunday 11/8 by 11:59 PM |
| Week 13(11/9 – 11/15) | Community and Social Justice Perspectives | Chapter 13 | **Ethical Decision Making Paper Due & Presentation Uploaded to Canvas by 11/15** |
| Week 14(11/16 – 11/22) | Final Exam Review |  |  |
| Week 15(11/23 – 11/29) | Thanksgiving Break-No Class |  | **Practitioner Interview****Due Sunday 11/29** |
| Week 16(11/30 – 12/4)  | FINAL EXAM  |  | **Final Exam Due by Tuesday 12/8 by 11:59 PM** |

**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/ Discussion Posts (10) | 50 |
| 2. Midterm Exam | 50 |
| 3. Final Exam | 50 |
| 4. Ethical Decision Making – Case Selection | 5 |
| 4. Ethical Decision Making – Outline  | 5 |
| 4. Ethical Decision Making Paper | 20 |
| 6. Ethical Decision Making Presentation  | 10 |
| 5. Practitioner Interview | 20 |
| **Total** | **210** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 188 – 210 Points |
| B 80-89% | 167 - 187 Points |
| C 70-79% | 146 - 166 Points |
| D 60-69% | 125 - 145 Points |
| F Below 60% | 124 or below Points |

**1. Class Participation/Discussion Posts:**

It is expected that each person will engage with the material by watching the posted lectures and completing the assigned readings and activities. There will be a total of 10 discussion posts throughout the semester each worth 5 points. There will be a prompt or activity related to the content for the week and you will post your response to the class discussion board. I encourage students to read other discussion posts and reply to one another’s posts. Discussion posts are due on their assigned date by 11:59 PM. **NO makeup work is allowed for this.**

**2. & 3. Midterm/Final Exams:**

Each of the exams will consist of multiple-choice, short answer and case presentation questions drawn from class and assigned readings. You will have 2 ½ hours to complete the Midterm and Final Exam once you begin the exam. **Examinations will we administered electronically via canvas using HonorLock for all students.** HonorLock requires the use of Google Chrome. All examinations must be submitted by 11:59 PM on the day that it is due.

**4. Ethical Decision Making Paper/Presentation:**

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 **10/4**) that addresses an ethical issue or dilemma in counseling or rehabilitation 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

Students will submit an outline of their assignment (**Due 10/25**), 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.

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 should be 4 – 5 pages in length and analyze the dilemma utilizing an ethical decision making model/procedure. 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

Once completing the paper (4-5 pages in length), you will record yourself presenting your case to the entire class. The presentation is expected to take **appx. 10 minutes** and will be uploaded to Canvas. You may use powerpoint/screen share, or you can just record yourself talking us through the case and your decision making process. At the end of your presentation you should provide at least 2-3 questions to foster critical thinking. The due for the paper and presentation is **Sunday November 15th** **by 11:59 PM.**

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:**

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”. **This assignment is due 11/29**.

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 (you may come up with headings if that is helpful):

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 such as their name) and his or her practice setting (some contextual summary about the counseling setting in which the practitioner works is needed, describe the setting but not in detail and do not disclose the name of the setting).

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). You do not have to use citations as this is referring to an interview you conducted.

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

**Class Policy Statements:**

1. Attendance: This is an online course so there are no in person class meetings, however it is very important that you keep up with the work throughout the semester. Lectures for the week will be posted to the Canvas site Monday mornings.
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. Readings and participation: Students are expected to have completed the assigned reading prior to watching the lecture and complete the required discussion posts.
4. 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.
5. Course Assignments: Course assignments are due on the dates specified on the syllabus. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date.
6. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
7. 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.

1. Professionalism: As faculty, staff, and students interact in professional settings, they

are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* 1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
1. Professional Behavior: As students preparing to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies and professional standards:
2. Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
3. Demonstrate respect for peers and faculty
4. Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training

**Academic Honesty Policy:**

Academic Honesty Statement: All portions of the Auburn University Student Academic Honesty Code (Title XII) found in the *Student Policy eHandbook* 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.

**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).

**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.

**COVID-19**

**Assignments/Schedule Subject to Change due to Pandemic:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**If I am unable to teach the course:** If I become ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Attendance:** Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.