**AUBURN UNIVERSITY**

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

**FALL SEMESTER 2021**

**Course Number: RSED 4130-001**

**Course Title: Ethical Practices in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: MWF 9 – 9:50am, 2346 Haley Center**

Instructor: Lindsay S. Harrell, M.S., LPC, NCC

Email: lindsay.harrell@auburn.edu or les0084@auburn.edu

Office Hours: Wednesdays 8:00 am – 9:00 am and 11:00 am – 12:00 pm or By Appointment

Office Address: 1234G Haley Center

**We will continue to monitor the COVID-19 situation throughout the semester. Given the unpredictability, the course will be fluid and will adjust if and when needed. We ask for your flexibility and patience if adjustments are needed.**

**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 2021**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** |  | **TOPIC** | **READINGS DUE** | | **DUE** |
| 1 | Aug 16 | Introduction  Course Overview  Syllabus Review |  | |  |
| Aug 18 | Creating the class culture to foster learning |  | |  |
| Aug 20 | Creating the class culture to foster learning (cont.)  (Group Assignments) |  | |  |
| 2 | Aug 23 | Introduction to Professional Ethics | Chapter 1  Code of professional ethics for rehabilitation counselors | |  |
| Aug 25 | Introduction to Professional Ethics | Ethical decision-making model | |  |
| Aug 27 | Introduction to Professional Ethics |  | |  |
| 3 | Aug 30 | Counselor as a Person and as a Professional | Chapter 2 | |  |
| Sep 1 | Counselor as a Person and as a Professional | Chapter 2 | |  |
| Sep 3 | Counselor as a Person and as a Professional | Chapter 2 | |  |
| 4 | Sep 6 | Labor Day – No Class |  | |  |
| Sep 8 | Values and the Helping Relationship | Chapter 3 | |  |
| Sep 10 | Values and the Helping Relationship | Chapter 3 | |  |
| 5 | Sep 13 | Multicultural Perspectives and Diversity Issues | Chapter 4 | |  |
| Sep 15 | Multicultural Perspectives and Diversity Issues | Chapter 4 | |  |
| Sep 17 | Multicultural Perspectives and Diversity Issues | Chapter 4 | |  |
| 6 | Sept 20 | Client Rights and Counselor Responsibilities | Chapter 5 | |  |
| Sep 22 | Client Rights and Counselor Responsibilities | Chapter 5 | |  |
| Sep 24 | Client Rights and Counselor Responsibilities | Chapter 5 | | **Group 5** |
| 7 | Sep 27 | Confidentiality: Ethical and Legal Issues | Chapter 6 | |  |
| Sep 29 | Confidentiality: Ethical and Legal Issues | Chapter 6 | |  |
| Oct 1 | Midterm Review |  | |  |
| 8 | Oct 4 | MIDTERM EXAM (10/10) |  | |  |
| Oct 6 | Online Assignment:  Instructor will be at the  ACES Conference |  | |  |
| Oct 8 | FALL BREAK: No Class |  | |  |
| 9 | Oct 11 | Managing Boundaries and Multiple Relationships | Chapter 7 | |  |
| Oct 13 | Managing Boundaries and Multiple Relationships | Chapter 7 | |  |
| Oct 15 | Managing Boundaries and Multiple Relationships | Chapter 7 | |  |
| 10 | Oct 18 | Professional Competence and Training | Chapter 8 | |  |
| Oct 20 | Professional Competence and Training | Chapter 8 | |  |
| Oct 22 | Professional Competence and Training | Chapter 8 | |  |
| 11 | Oct 25 | Ethical Issues in Supervision | Chapter 9 | |  |
| Oct 27 | Ethical Issues in Supervision | Chapter 9 | |  |
| Oct 29 | Ethical Issues in Supervision | Chapter 9 | |  |
| 12 | Nov 1 | Issues in Theory and Practice  Ethical Issues in Couples and Family Therapy | Chapter 10 & 11 | |  |
| Nov 3 | Issues in Theory and Practice  Ethical Issues in Couples and Family Therapy | Chapter 10 & 11 | |  |
| Nov 5 | Issues in Theory and Practice  Ethical Issues in Couples and Family Therapy | Chapter 10 & 11 | |  |
| 13 | Nov 8 | Ethical Issues in Group Work Community and Social Justice Perspectives | Chapter 12 & 13 | |  |
| Nov 10 | Ethical Issues in Group Work Community and Social Justice Perspectives | Chapter 12 & 13 | |  |
| Nov 12 | Ethical Issues in Group Work Community and Social Justice Perspectives | Chapter 12 & 13 | | **Ethical Decision Making Paper Due 11/12** |
| 14 | Nov 15 | **Student Presentations** |  | |  |
| Nov 17 | **Student Presentations** |  | |  |
| Nov 19 | **Student Presentations** |  | |  |
|  | Nov 22-26 | **THANKSGIVING BREAK** |  | |  |
| 15 | Nov 29 | Final Exam Review |  |  | |
| Dec 1 | Final Exam Review |  | **Practitioner Interview**  **Due 12/1** | |
| Dec 3 | Course Wrap |  |  | |
| 16 | Dec 6-10 | **Final Exams** |  |  | |

**Course Requirements & Student Evaluation:**

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 pt each/total of 20 pt):**

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 pt midterm/20 pt 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 (15 pt for paper; 10 pt for presentation):**

This paper/presentation is intended to help you understand better about the ethical decision-making process. Students will choose a case scenario 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

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/>

Once completing the paper, 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. The due date for the paper is **November 12th**; and (2) submit the PowerPoint Slides for the presentation by the day of the presentation.

**5. Practitioner Interview (15 points) Due December 1st:**

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:**

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by 11:59pm on the day it is due. All assignments will be turned in via Canvas. If you run into technology difficulties on Canvas it is your responsibility to make sure the assignment is still completed and received on time. Contingency plans include an email with the assignment attached or a link to the assignment in a University box folder. Failure to turn an assignment in on time OR failure for the instructor to access the electronic version of an assignment will result in unsatisfactory completion of that course requirement, and in many instances, would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Make-up Policy:No in-class assignments, take-home assignments, presentations, or exams will be accepted late or allowed to be made-up. The only exception is of extreme emergencies with proper documentation or if previous arrangements have been made to turn an assignment in early in the case of a planned absence. No assignment will be accepted for grading past the due date. This *includes* papers, presentations, activities, projects, and examinations.Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Attendance Policy: Attendance is required. Students are expected and required to attend all classes and to arrive on time unless pre-approved by instructor. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. For synchronous meetings (face to face or via Zoom), this means being present and engaged in class and with your camera on and not engaging in side conversations or other tasks via Zoom. **Students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

All lecture materials will be available on Canvas. If you are unable to attend a class or turn in an assignment on time due to an excused absence, please contact your instructor immediately. Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death 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 the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Participation: All students are expected to participate in class, contribute to group discussions, and take part in in-class assignments. Participation will be reflected in the final grade.

Incomplete Grades: Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons.

Electronic Policy: All electronic devices including, but not limited to, cell phones, IPod, mp3 players, IPad, laptops, and tablets *must* be on silent before class starts. The use of computers, IPads, and Tablets may be allowed during class for class purposes based on instructor’s discretion. Cell phones should be put away in order to foster class engagement. If there is a need to have you cell phone out during class, please inform the instructor prior to class starting.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a zoom meeting with your instructor during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. 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.

Office Hours: I am available during my office hours and by appointment via Zoom. Campus email is the best way to reach me, your instructor to schedule an appointment. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it. I am happy to meet with you via Zoom at any time throughout the semester.

Communication: E-mail is the official communication at Auburn University. Throughout the semester, students will periodically receive e-mails and announcements via Canvas regarding class. Students are responsible for the information contained in those e-mails and announcements, whether or not one checks his/her university account or Canvas regularly. I will respond to student e-mails within 24 to 48 hours from their initial receipt unless otherwise noted. Emails received on weekends will receive a response the following business day. Emails past 7:00pm CST may not be responded to until the next day.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior 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.

Classroom Behavior: The AU Classroom Behavior Policy is strictly followed in the course; please refer to the Student e-Handbook at <http://www.auburn.edu/student_info/student_policies> for details of this policy.

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.

Face Coverings: As a member of the Auburn University academic community you are requires to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings,](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus) you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the* [*Classroom Behavior Policy*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

SONA Extra Credit

The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please email sona@auburn.edu.

For every SONA credit you earn, you earn 2 cumulative bonus points (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. Other extra credit opportunities may be offered throughout the course at the discretion of the instructor. If you have questions about how these extra credit points are applied, please email me. If you have questions about participating in studies, please email sona@auburn.edu

**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.