**AUBURN UNIVERSITY**

**SYLLABUS**

**FALL 2023**

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| **Course Number & Section:** | **RSED 4130-D01** |
| **Class Location:** | Online |
| **Class Meeting Times:** | Asynchronous |
| **Course Title:** | Ethical Practices in Rehabilitation |
| **Prerequisites:** | None |
| **Credit Hours:** | 3 semester hours credits |

Instructor:

Denise Bozek, M.A.Ed.&H, CRC

Counselor Education and Supervision Doctoral Student & Graduate Teaching Assistant

Email: [dcb0065@auburn.edu](mailto:dcb0065@auburn.edu)

Office Hours:Monday **–** by appointment (in person or zoom)

***Course Description:***

This course addresses salient ethical and professional issues for human service workers in the field of Rehabilitation and Disability Studies. The purpose is to stimulate thinking and provide a foundation regarding 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 professional organizations and codes of ethics, and the application of these principles, including ethical decision-making models, in the various service settings within the field of Rehabilitation and Disability Studies.

***Course Objectives:***

1. Develop an understanding of principle ethics: beneficence, non-maleficence, justice, autonomy, fidelity, and veracity.
2. Identify the relationship between principal ethics and the relevance for ethical decision-making in human services.
3. Development of knowledge and understanding about the role, function, and core standards of the major codes of ethics applicable to the students’ professional practices.
4. Apply the code of professional ethics for human service workers as a guide for ethical decision-making.
5. Practice identifying and analyzing ethical dilemmas encountered in the delivery of human services.
6. Develop an ethical decision-making model for rationally resolving ethical dilemmas likely to occur in human services professions.

***Required Textbook:***

Corey, G., Corey, M.S., Corey, C., & Corey, C. (2019). *Issues & ethics in the Helping Professions, 10th Edition.* Cengage Learning.

ISBN: 978-1-305-389458

***Assignments:***

*\*all assignments are due the Sunday of the week it is listed on the course schedule at 11:59 pm\**

***Weekly Discussion Posts:***

This is an online course, so students will participate in lectures and discussions by posting in weekly discussion posts. Prompts will be based on weekly readings and lectures.

***Exams:***

There will be two examinations: a mid-term and final. Each exam will consist of multiple choice, short-answer, and case presentation questions based on course readings, lectures, discussions, and assignments.

***Ethical Decision-Making Paper:***

Students will choose a case scenario that addresses an ethical issue or dilemma in counseling and related field regarding one of the topics covers in the course. Examples of ethical issues/dilemmas:

1. Professional competence
2. Confidentiality
3. Multiple relationships
4. Informed consent
5. Supervision
6. Couples and family therapy
7. Group work
8. Social justice
9. Another topic with consent of instructor

The dilemma should be sufficiently complex to require the use of an ethical decision-making model. 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 discussed in class. Organize the paper including the following information:

* Identify the case scenario
* Identify potential issues
* Review relevant ethics code/applicable laws and regulations
* Consider possible courses of action
* Consider possible consequences and outcomes
* Select a decision

This paper requires APA format (12 point-font, Times New Roman, double spaced, 1 margins)

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

***Grading:***

Midterm 10 points

Final 10 points

Ethical Decision-Making Paper 20 points

Discussions (12) 60 points (5 points each)

**Total 200 points**

A = 200 – 180 B = 179 – 160 C = 159 – 140 D = 139 – 120 F = Below 119

***Course Schedule:***

|  |  |  |
| --- | --- | --- |
| Week 1 | | |
| 8/16-8/20 | Course Overview  Intro. to Professional Ethics | Chapter 1 |
| Week 2 | | |
| 8/21-8/27 | Intro. to Professional Ethics | Chapter 1  Discussion 1 |
| Week 3 | | |
| 8/28-9/3 | Ethical Theories and Principles | (Haslam & DePaul, 2019).  Discussion 2 |
| Week 4 | | |
| 9/4-9/10 | The Counselor as a Person and as a Professional | Chapter 2  Discussion 3 |
| Week 5 | | |
| 9/11-9/17 | Values and the Helping Relationship | Chapter 3  Discussion 4 |
| Week 6 | | |
| 9/18-9/24 | Multicultural Perspectives and Diversity Issues | Chapter 4  Discussion 5 |
| Week 7 | | |
| 9/25-10/1 | Client Rights and Counselor Responsibilities | Chapter 5  Discussion 6 |
| Week 8 | | |
| 10/2-10/8 | **MIDTERM** | Midterm |
| Week 9 | | |
| 10/9-10/15 | Confidentiality: Ethical and Legal Issues | Chapter 6 |
| Week 10 | | |
| 10/16-10/22 | Confidentiality: Ethical and Legal Issues | Chapter 6  Discussion 7 |
| Week 11 | | |
| 10/23-10/29 | Managing Boundaries and Multiple Relationships | Chapter 7  Discussion 8 |
| Week 12 | | |
| 10/30-11/5 | Professional Competence and Training | Chapter 8  Discussion 9 |
| Week 13 | | |
| 11/6-11/12 | Community and Social Justice | Chapter 13  Discussion 10 |
| Week 14 | | |
| 11/13-11/19 | Special Topics | Discussion 11  Ethical-Decision Making Paper |
| Week 15 | | |
| 11/20-11/26 | THANKSGIVING |  |
| Week 16 | | |
| 11/27-12/3 | **FINAL** | Discussion 12  Final DUE 12/4 |

***Class Policy Statements:***

1. **Communication:** All students should use their Auburn email to communicate with me. **Please allow me 48 hours to respond to an email.** Please remember to use proper email etiquette.
2. **Attendance Policy:** This course is being held via Distance Education. Students must have access to equipment and methods needed for distance education purposes at Auburn University. Students are expected to cover materials via Zoom and Canvas as detailed in the course syllabus, complete assignments, and submit them via Canvas for review and grading. Testing will take place via Canvas as assigned for this course. Even though this course will be held via Distance Education, students are granted excused absences for class work and/or exams as assigned within the course schedule. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Additionally, it is the expectation that students will complete missed assignments and submit them for grading within the time frame of two weeks upon missing course deadlines (or within a timeline agreed upon by the course instructor and student).

**University Approved Excuses:** According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events.
4. Religious holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

1. **Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA guidelines. Assignments are due on the date noted in the syllabus. *It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Late assignments will deducted points each day it is late and after one week the assignment will receive a zero, unless prior arrangements have been made with the instructor.*
2. **Make-up:** Arrangement to make up a missed major examination (e.g., mid-term/final 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 unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged the last three days before the final exam period begins.
3. **Distance Learning:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, a dean or department head of a college, or a work supervisor. Proctors shall be verified, and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.
4. **Student academic grievance policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.”
5. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. **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. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: [www.auburn.edu/student\_info/student\_policies/](http://www.auburn.edu/student_info/student_policies/)
7. **Diversity/Name/Pronoun Policy:**  It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, please let me know in class or through email at any time. If at any point I am mispronouncing your name, please correct me as soon as possible in class or through email. All people have the right to be addressed and referred to with the gender pronoun they are most comfortable with. If you feel open to do so, please let me know with which gender pronoun you would like to be addressed at any time. In order to have a safe and respectful classroom, I will do my best to address and refer to all students by their preferred pronoun and will support classmates in doing so as well.

1. **Plagiarism:** Maintaining ownership of your work can be challenging when you are doing research and writing papers. Plagiarism is academic dishonesty and occurs when you accidentally or purposefully do any of the following in an assignment:
   1. Use somebody else’s words/evidence/line of thinking/idea either verbatim or almost verbatim without attribution
   2. Turn in somebody else’s work as your own, as in copy a peer’s paper, purchasing a readymade paper, or hiring somebody to write the paper for you.
   3. Turn in previously submitted work as new work without instructor approval.

Plagiarism is a serious academic offense and will not be tolerated in this class. Instances of plagiarism will be given a 0 on the assignment and reported to the University for academic dishonesty. <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

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.

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

1. **COVID-19 Policy:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. Please do the following in the event of an illness or COVID-related absence:

* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely 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.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu). These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:  
  
COVID Response Team (ahealthieru.edu)  
Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)  
AU Medical Clinic (<https://cws.auburn.edu/aumc/>

If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu](http://aucares.auburn.edu/))