**AUBURN UNIVERSITY**

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

**FALL SEMESTER 2024**

**Course Number: RSED4130-001**

**Course Title: Ethical Practices in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: MWF 10 – 10:50am, 2352 Haley Center**

**Date Syllabus Prepared:** August 2024

Instructor: Abbey Holder, PhD, NCC

Email: amh0033@auburn.edu (I will respond to email within 1 business day generally)

Phone: 334-844-2875

Office Hours: By Appointment

Office Address: 1232-B Haley Center

**TEXTBOOK:**

Required:

Corey, G., Corey, M. S., & Corey, C. (2019). *Issues & ethics in the helping professions* (10th Ed.) 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 SCHEDULE: FALL 2024**

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| **Week** | **Dates** | **Assignment/Activities** |
| 1 | 8/198/21 | Syllabus and Course ReviewChapter 1 – Introduction to Professional Ethics |
| 2 | 8/268/28 | Chapter 1 – Introduction to Professional EthicsCode of Professional Ethics for Rehabilitation Counselors |
| 3 | 9/29/4 | Chapter 2 - Counselor as a Person and as a Professional**Labor Day Holiday – No Class 9/2** |
| 4 | 9/99/11 | Chapter 3 – Values and the Helping RelationshipEthical Decision Making Models |
| 5 | 9/169/18 | Chapter 4 – Multicultural Perspectives and Diversity Issues |
| 6 | 9/239/25 | Chapter 5 – Client Rights and Counselor Responsibilities  |
| 7 | 9/3010/2 | Chapter 6 – Confidentiality: Ethical and Legal Issues  |
| 8 | 10/710/9 | Midterm Review (Chapters 1-6)MIDTERM EXAM (10/9)**Fall Break – No Class 10/10-10/11** |
| 9 | 10/1410/16 | Chapter 7 – Managing Boundaries and Multiple RelationshipsChapter 8 – Professional Competence and Training |
| 10 | 10/2110/23 | Chapter 9 – Ethical Issues in Supervision |
| 11 | 10/2810/30 | Chapter 10 – Issues in Theory and Practice |
| 12 | 11/411/6 | Chapter 11 – Ethical Issues in Couples and Family Therapy |
| 13 | 11/1111/13 | Chapter 12 – Ethical Issues in Group Work*Practitioner Interview Due 11/13* |
| 14 | 11/1811/20 | Chapter 13 – Community and Social Justice Perspectives |
| 15 | 11/25-11/29 | No class – **Thanksgiving Break** |
| 16 | 12/212/4 | Final ReviewFINAL EXAM (12/4) |
| 17 | 12/9-12/13 | Official University Final Exam Week  |

**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.

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| **Assignments:** | Points |
| 1. Class Activities and Participation  | 10 |
| 2. Midterm Exam | 20 |
| 3. Final Exam | 20 |
| 4. Weekly Assignments (12 total @ 3 pts) | 36 |
| 5. Practitioner Interview | 14 |
| **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 Activities and Participation (10 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. Small group activities will be given during classes throughout the semester.

**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. Weekly Assignments (3 pts each/total of 36 pts):**

Each week there will be an assignment on Canvas. The type of assignment may vary, but they will be due weekly by Sunday night of the following week. These assignments will cover class readings and topics discussed in class.

**5. Practitioner Interview Due November 13th (14 pts):**

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 3-4 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:**

**Attendance:** It is expected that each individual will attend class. If you must be absent, please notify the instructor (via e-mail). The Department of Special Education, Rehabilitation and Counseling's attendance policy is that attendance in class is expected and will be linked to participation grades/points. You must be present to achieve these points, unless an excused absence has been arranged. At the discretion of individual instructors, verified absences may be excused under certain circumstances (see Auburn’s policy for further information on rules and regulations). Students may miss up to one class without penalty. Additional unexcused 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

**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, 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 an excused absence from this 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 such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. Normally, a makeup exam shall occur within one week from the time the student initiates arrangements.

**Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

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

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook for details of this policy.

**Emergency Contingency statement:** If normal class and/or 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.

**AI Policy: Not Permitted in this Course for Assignments**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool, but be forewarned that AI tools are not trustworthy.

**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.

**Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncaresLinks to an external site. for resources and support.

**Sexual Misconduct Resources Statement:** Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

**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.