Course Syllabus

Course: REH 6240 - Ethical Decision Making  Semester: Fall, 2014
Instructor: Emily M. Lund, MEd
Supervising faculty: Jared C. Schultz, Ph.D., CRC  (435) 797 - 3478 or jared.schultz@usu.edu
Email: emily.lund@aggiemail.usu.edu
(Please do not email me in Canvas. I do not check that email. Use the email above.)

Office Hours / Availability: Wednesdays 3:00 – 4:30 or by appointment
Time: Wed 5:00-6:45  Place: HSRC 105, Online

Course Overview
This course is designed to introduce graduate students in rehabilitation counseling to the ethics that guide professional practice. We will review relevant professional codes of ethics, the impact of ethical standards on the development of the profession, and models of ethical decision-making. Attention will also be given to each student’s construction of aspirational ethical behavior. A large portion of this course is working in groups to resolve ethical issues. This is intentional, as ethical professional practice is not accomplished in isolation. There is always a context of community in ethical practice.

Course Objectives and Outcomes

Objective 1: Learning to apply course materials (to improve rational thinking, problem solving and decisions)
- Outcome 1A: Students will become familiar with the CRCC and ACA Codes of Professional Ethics and the CRCC Scope of Practice.
- Outcome 1B: Students will demonstrate understanding of the ethical principles and values outlined in the CRCC Code of Professional Ethics.

Objective 2: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
- Outcome 2A: Students will demonstrate the ability to apply ethical decision-making models to ethical dilemmas.
- Outcome 2B: Students will demonstrate understanding of the legal ramifications of ethical professional behavior.

Objective 3: Learning to analyze and critically evaluate ideas, arguments, and points of view.
- Outcome 3A: Students will demonstrate the ability to identify key ethical issues, and logically formulate an appropriate course of action or response.

Objective 4: Developing a clearer understanding of, and commitment to, personal values.
• Outcome 4A: Students will reflect upon, and become conversant on their own ethical development, including the interplay between personal and professional values.

**Required Text**


There will also be articles and readings assigned that will be available on the RCE 6240 Canvas website.

**Required Technology**

All students who are at a distance are required to have functioning microphones so that we can communicate in Adobe Connect without relying on the chat function.

**Learning Activities**

The following are the learning activities for which you will receive a grade. Please read each very carefully. Additional information for each assignment will be provided.

1. Participation (15 points) – Each student will be expected to attend class, having read the chapters and materials to be covered that day. Students will also be engaging in group exercises and will be working on case studies. This is a critical piece of the course. One point will be given for each class session in which the student is in attendance and participates. If you are ill or have another conflict that will prevent from attending class, please let me know ASAP so that we can work out alternate arrangements.

2. Reflection Writings (30 points) – Each student will write two reflection papers. They are worth 15 points each. The first will happen in the first two weeks of class, and the second will be at the end of the course. Instructions for the two reflection writing assignments are provided in Canvas.

3. In class case studies (70 points) - There will be seven weeks in which we have a group discussion about a specific ethics case study using the ethical decision making model discussed in class. In class, each breakout group should write and submit to Canvas a summary that includes a) group member names and b) answers to two specific discussion questions about the case (posted in class). In addition to participating in class and posting your group summary, you will be expected to write a brief 3-5 sentence after class explaining what actions you would take in the case and why.
These are to be posted in the relevant thread on Canvas by midnight (MST) on the day of class.

a) Discussion of case (35 points = 5 points X 7 cases)
b) Posted Comments (35 points = 5 points X 7 cases)
c) Extra credit: Substantive comment on our group’s summaries on Canvas (1 point possible per discussion, up to 7 points total available, must be completed by midnight on November 19th). Comments such as “good point” or “I agree” are not considered substantive and will not receive credit.

4. Ethical Dilemma Paper (50 points) – Each student will work with 3-4 other students (assigned groups) to write an Ethical Dilemma paper, which will address an ethical concern outlined in a final case study using one of the ethical decision making models. This paper is not to be longer than 7 pages in length.

5. Ethical dilemma debate (10 points)—Students will be expected to take part in a live debate before completing your ethical dilemma paper and will be assigned to dyads (one group of three). Half of the groups will be assigned to the prosecution (arguing that the counselor’s behavior was unethical) while the other half will be assigned to the defense (arguing that the counselor’s behavior was ethical). You do not get to choose your side!

6. Final Exam (50 points) – students will take a final exam at the end of the course.

Due Dates: Please note the due days and times on the outline below. If your assignments are late you will lose the point equivalent of one grade. Assignments are always welcome early.

Grading

The point totals for grades are as follows:
1. In class case studies 70
2. Reflection Writings 30
3. Ethical Dilemma Paper 50
4. Professional Disclosure 25
5. Final Exam 50
Total 225

Final grades will be based on the following point totals:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Max</th>
<th>Min</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.94</td>
<td>225</td>
<td>212</td>
<td>A</td>
</tr>
<tr>
<td>0.90</td>
<td>211</td>
<td>203</td>
<td>A-</td>
</tr>
<tr>
<td>0.87</td>
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<td>B+</td>
</tr>
<tr>
<td>0.84</td>
<td>195</td>
<td>189</td>
<td>B</td>
</tr>
<tr>
<td>0.80</td>
<td>188</td>
<td>180</td>
<td>B-</td>
</tr>
<tr>
<td>0.77</td>
<td>179</td>
<td>173</td>
<td>C+</td>
</tr>
</tbody>
</table>
If you have a concern about a deadline, or assignment requirement, please feel free to contact me. I recognize that life happens, it will be best to address concerns with me as early as possible.

**Class Schedule**

Please Note: This schedule is an estimate and I reserve the right to adjust the schedule to meet the learning needs of the class. Also, additional readings may be assigned as the class progresses. If that is the case, you will be given adequate warning, and the readings will be posted in Canvas.

**Week 1: Aug 26**
Content: Introduction to the class and syllabus
Reading: Syllabus
Assignment: Start Reflection Writing Paper #1

**Week 2: Sept 2**
Content: Setting the Stage: Course Overview, a few expectations, what is ethics
Reading: None
Due: Reflection Writing Paper #1

**Week 3: Sept 9**
Content: Developing a Personal Ethic, Ethical Principles, Personal and Professional Values
Reading: C&T: 5
Article: Virtues, Values, and the Good Life by Joseph A. Stewart-Sicking (posted in Canvas)

**Week 4: Sept. 16**
Content: Introduction to Professional Ethics, Mandatory and Aspirational Ethics, Ethics and Law, and Standards in Counseling
Reading: C&T: 1,2,3,4,17 CRCC Scope of Practice (posted in Canvas), CRCC Code of Ethics - Preamble, ACA Code of Ethics – Preamble & Purpose

**Week 5: Sept 23**
Content: Metacognition and Ethical Decision Making Processes
Reading: C&T 6, CRCC Code Section K, ACA Code of Ethics – Section H

**Week 6: Sept 30**
Content: Metacognition and Ethical Decision Making Processes (Continued)
Reading: (Same as week 5)
Assignment: In class case study #1

**Week 7: Oct 7**
Content: The Counseling Relationship, Philosophy of Power, Respect for Individual Differences
Reading: CRCC Code Section A, ACA Code of Ethics – Section A
Articles Posted in Canvas
- The generalizability of the psychoanalytic concept of the working alliance, by Bordin (1979)
- The relationship between working alliance and rehabilitation outcomes by Lustig, Strauser, Rice, & Rucker
Assignment: In class case study #2

**Week 8: Oct 14**
Content: Advocacy and Accessibility, Inclusion, Informed Choice, Self-Determination, Empowerment
Reading: CRCC Code Section C
Article: Empowerment in counseling, by Hawley-McWhirter
Assignment: In class case study #3

**Week 9: Oct 21**
Content: Professional Responsibility, Professional Competence, Professional Development
Reading: CRCC Code Section D, ACA Code of Ethics – Section C
Assignment: In class case study #4

**Week 11: Oct 28**
Content: Duty to Warn, Suicide Intervention
Reading: TARASOFF Decision (posted in Bb), CRCC Code Section B, ACA Code of Ethics – Section B0, suicide competency module (online)
Assignment: In class case study #5

**Week 10: Nov 4 (guest lecture)**
Content: Relationships with Colleagues, Employers, and Employees
Reading: C&T 7,8, CRCC Code Section E, ACA Code of Ethics – Section D
Assignment: In class case study #6

**Week 12: Nov 11**
*Debate the Group Ethical Dilemma*
Content: Evaluation, Assessment, and Interpretation
Reading: CRCC Code Section F, ACA Code of Ethics – Section E

**Week 13: Nov. 18**
Content: Teaching, Supervision, and Training
Reading: C&T 19, CRCC Code Section G, ACA Code of Ethics – Sections F & G, Supervisor's Use of Principle Ethics 
Assignment: In class case study #7

**Week 14: Nov 25 – Thanksgiving Break**

**Week 15: Dec 2**
Content: Business Practices & Final Examination Review Session
Reading: C&T 8, CRCC Code Section J

*Due: Group Project - Ethical Dilemma Paper*
*Due: Reflection Paper #2 – December 6th, at 11:55 pm*

**Week 16: Dec 8-12 - FINALS WEEK**
The final will be available from December 8th – 12th. It will close at 11:55 pm on December 12th.

**Writing Assignments**
I believe very strongly in the importance of professionals being able to write well. In my opinion it is a professional skill that is necessary. The following are specific instructions for turning in writing assignments.

1. All writing assignments **must have a title page**, which includes the title of the paper, your name, and the course name and number. If there is not a title page for your writing assignment you will lose points.
2. All papers will be submitted electronically. Save your paper using the following system: Your last name_assignment_course number. So if Mr. Smith were saving his reaction paper it would be named Smith_reaction paper_6200.doc. This helps me track your paper when I download it. If your electronic files are not named like this I reserve the right to dock points.
3. APA Format – You should have an APA Publication manual. You will be responsible to ensure that all of your papers are in APA format.

*In this course grammar, style, and format will count on papers!*

**Alignment with CORE competencies**
This course meets the following competencies for accreditation:

C.1.1 practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession;

C.1.4 apply in one’s practice, the laws and ethical standards affecting rehabilitation counseling in problem-solving and ethical decision-making;
C.1.5 integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation;

C.1.6 create a partnership between consumer and counselor by collaborating in informed consumer review, choice, and personal responsibility in the rehabilitation process;

C.1.7 apply in one’s practice, the principles of disability-related legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences;

C.6.6 apply ethical and legal issues to the group counseling process;

Alignment with CRCC Knowledge Subdomains

This course addresses the following CRCC knowledge sub-domains.

Foundations, Ethics and Professional Issues
- The philosophical foundations of rehabilitation
- Ethical decision making models and processes
- The ethical standards for rehabilitation counselors

The legislation or laws affecting individuals with disabilities

Policies

STUDENTS WITH DISABILITIES
In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the Taggart Student Center, room 104, phone number 435-797-2444.

USU INCOMPLETE POLICY
Executive Memorandum 79-15
A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student’s record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.
SPECIAL EDUCATION DEPARTMENT POLICIES
GRADED GUIDELINES

Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS
Graduate Students - All graduate students must maintain 3.0 grade point average to remain an active student in the graduate program.

ACADEMIC HONESTY
It is expected that students’ work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

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