

## Syllabus

### Course Overview

In this course, you will apply professional ethical codes and review decision-making procedures to analyze complex human services issues and dilemmas for professionals in a specific setting (non-profit, for-profit, educational, or government programs). As part of your process of exploring ethical practices, you will identify and discuss literature and case studies that address ethical standards and organizational practices relevant to the human services field.

Through the discussions and assignments, you will be looking at ethical practices and ethical decision making from a range of perspectives. You will explore ethical practices related to research, client confidentiality, accountability, cultural issues, social awareness and safety, personal values, and self-care. You will also use case scenarios and research literature to shape your understanding about ethical practices in the human services profession.

For your course project, you will select a topic on ethical practices and plan a hypothetical ethics workshop for human services professionals. The goals of the project are to demonstrate the application of theory to practice and to incorporate concepts from one or more professional codes of ethics into the presentation.

### Program Journey

Click **Human Services Program Journey** to view a useful map that will guide you throughout your program. This map gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

### Identity Profile

Throughout your program, you will be strengthening your identity as a human services professional. Click **Identity Profile** to view a special interactive tool that has been designed for you to document your progress. This profile, which will appear in courses throughout your program, is a dedicated space for you to journal your growth and personal effectiveness as a professional. It will also provide opportunities for you to share your progress and accomplishments with your peers.

### Video Recordings

In this course, you will be required to record yourself giving a presentation using Kaltura Media or similar software. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

## Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the role and function of ethical standards in social science research in the human services profession.
- 2 Apply the ethical expectations of human services professionals.
- 3 Apply ethical expectations and models to decision making.
- 4 Evaluate the difference between the personal lens and ethical obligations of the human services profession.
- 5 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others consistent with expectations for members of the human services profession.

## Course Prerequisites

HMSV5002 or PSL5002

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Burkemper, E. M. (2002). [Family therapists' ethical decision-making processes in two duty-to-warn situations](#). *Journal of Marital and Family Therapy*, 28(2), 203–211.

- Busen, N. H., & Engebretson, J. C. (2008). [Facilitating risk reduction among homeless and street-involved youth](#). *Journal of the American Academy of Nurse Practitioners*, 20(11), 567–575.
- Collins, S., Arthur, N., & Wong-Wylie, G. (2010). [Enhancing reflective practice in multi-cultural counseling through cultural auditing](#). *Journal of Counseling and Development*, 88(3), 340–347.
- Gonyea, J. L. J., Wright, D. W., & Earl-Kulkosky, T. (2014). [Navigating dual relationships in rural communities](#). *Journal of Marriage and Family Therapy*, 40(1), 125–136.
- Hem, M. H., Molewijk, B., & Pedersen, R. (2014). [Ethical challenges in connection with the use of coercion: A focus group study of health care personnel in mental health care](#). *BMC Medical Ethics*, 15(82), 1–9.
- Ivers, N. N., & Perry, R. L. (2014). [A time to tell? Legal issues regarding the duty to warn and protect](#). *Journal of Human Services*, 34(1), 70–81.
- Kocet, M. M. (2006). [Ethical challenges in a complex world: Highlights of the 2005 ACA Code of Ethics](#). *Journal of Counseling and Development*, 84(2), 228–234.
- Lasky, G. B., & Riva, M. T. (2006). [Confidentiality and privileged communication in group psychotherapy](#). *International Journal of Group Psychotherapy*, 56(4), 455–476.
- Lee, L. M., Heilig, C.M., & White, A. (2012). [Ethical justification for conducting public health surveillance without patient consent](#). *American Journal of Public Health*, 102(1), 38–44.
- Melchert, T. P., & Patterson, M. M. (1999). [Duty to warn and interventions with HIV-positive clients](#). *Professional Psychology: Research and Practice*, 30(2), 180–186.
- Mooren, T. M., DeJong, K., Kleber, R. J., & Ruvic, J. (2003). [The efficacy of a mental health program in Bosnia-Herzegovina: Impact on coping and general health](#). *Journal of Clinical Psychology*, 59(1), 57–69.
- Parsons, R. & Dickinson, K. L. (2017). [Ethical practice in the human services](#). Thousand Oaks, CA: Sage.
- Quarto, C. J. (2002). [Supervisors' and supervisees' perceptions of control and conflict in counseling supervision](#). *The Clinical Supervisor*, 21(2), 21–37.
- Ross, L. F., Loup, A., Nelson, R. M., Botkin, J. R., Kost, R., Smith, G. R., & Gehlert, S. (2010). [Nine key functions for a human subjects protection program for community-engaged research: Points to consider](#). *Journal of Empirical Research on Human Research Ethics*, 5(1), 33–47.
- Storl, H., DuBois, B., & Seline, J. (1999). [Ethical decision-making made easier: The use of decision trees in case management](#). *Care Management Journals*, 1(3), 163–169.
- Thomas, A. M., & Levitt, A. (2010). [Self-care: An ethical obligation and preventive tool](#). *Counseling Today*, 53(2), 244–245.
- Vojvoda, D., Weine, S. M., McGlashan, T., Becker, D. F., & Southwick, S. M. (2008). [Posttraumatic stress disorder symptoms in Bosnian refugees 3½ years after resettlement](#). *Journal of Rehabilitation Research and Development*, 45(3) 421–426.
- Witt, K. J., & McNichols, C. (2014). [Assessing the needs of rural counselor supervisors in Texas](#). *Journal of Professional Counseling: Practice, Theory, & Research*, 41(2), 15–29.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Autism Society. (n.d.). [Asperger's syndrome](http://www.autism-society.org/what-is/aspergers-syndrome/). Retrieved from <http://www.autism-society.org/what-is/aspergers-syndrome/>
- National Organization for Human Services. (2015). [Ethical standards for human service professionals](http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals). Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>
- The Nemours Foundation. (n.d.). [Asperger syndrome](http://kidshealth.org/en/parents/asperger.html#). Retrieved from <http://kidshealth.org/en/parents/asperger.html#>

## Suggested

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Projects

### Project >> Continuing Education Seminar

#### Project Overview

The project for this course includes all five of the course assignments. The first four assignments will help you prepare for the final assignment: a presentation for a hypothetical ethics workshop.

Assignments included in the course project:

- Topic Selection and Proposal (Unit 2).
- Annotated Bibliography (Unit 4).
- Case Presentation (Unit 6).
- Presentation Rough Draft (Unit 8).
- Ethics in Human Services Workshop Presentation (Unit 9).

In the presentation for the final assignment, you will introduce a hypothetical ethics workshop in which you identify and analyze a specific ethical situation or topic for a target population. The workshop will be part of an ethics training program for an identified organization or population (non-profit, for-profit, educational, or government program). Your presentation must demonstrate your understanding of ethical issues and professional codes, decision making, and ethical behavior and expectations in professional practice. This workshop will be developed to meet the requirement for two ethics CEUs for licensure. This means the program must be able to meet the requirement for two hours of training.

In your work, you will use material and content from one or more professional codes of ethics, ethical theories, and decision-making strategies presented in this course. You will be required to identify the role of human services professionals in practicing compliance with ethical codes and regulatory standards and to delve into a chosen topic area. In addition, you will develop an overview of the relevant empirical literature and incorporate case studies relevant to policies, laws, and ethical guidelines that influence the decision-making process.

## Unit 1 >> Understanding Professional Ethics and Decision Making

### Introduction

In your course textbook, Parsons and Dickinson (2017) indicate that the helping process involves a synthesis of both art and science. Actions of a professional helper can have a profound impact on the client, the helper, and the decisions that shape the helping process. The professional helper must be able to define and understand his or her own principles that are identified in one or more professional codes of ethics. There are important considerations regarding legal aspects of the helping profession and the reality that some elements of practice can be vague or uncertain.

In this unit, you will read that ethics are at the core of professional helping. You will be asked to look at your own values in relation to areas of concern or presenting issues a client may experience. You will be asked to consider case illustrations and principles addressed in one or more clinical codes of ethics. Finally, you will look at the advantages and disadvantages of practicing within the guidelines of a code of ethics, including issues of coercion as discussed by Hem, Molewijk, and Pedersen (2014), and mandatory requirements for counseling.

### References

Hem, M. H., Molewijk, B., & Pedersen, R. (2014). Ethical challenges in connection with the use of coercion: A focus group study of health care personnel in mental health care. *BMC Medical Ethics*, 15(82), 1–9.

## Learning Activities

### u01s1 - Studies

## Readings

In your [\*Ethical Practice in the Human Services\*](#) textbook, read the following:

- Chapter 1, “Ethics: Core to Professional Helping,” pages 3–25.
- Chapter 2, “Helper Variables: What the Helper Brings to the Helping Relationship,” pages 27–52.

Use the Capella University Library to read the following:

- Hem, M. H., Molewijk, B., & Pedersen, R. (2014). [Ethical challenges in connection with the use of coercion: A focus group study of health care personnel in mental health care](#). *BMC Medical Ethics*, 15(82), 1–9.

### u01s1 - Learning Components

- Identify the common professional codes of ethics related to human services.
- Identify where human services activities may encounter ethical issues.
- Describe common ethical issues that may be encountered in human services activities.
- Determine which parts of a professional code of ethics relate to specific human services topics.

### u01s2 - Kaltura Media

In preparation for recording a presentation for the final project assignment, complete the following:

- If you have not already done so, set up and test your microphone (required) and webcam (optional), using the installation instructions provided by the manufacturer.
- Practice using the microphone (required) and webcam (optional) to ensure the quality is sufficient.
- Refer to the [Using Kaltura \[PDF\]](#) tutorial for directions on recording and uploading the recording in the courseroom.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

## u01s2 - Learning Components

- Develop communications appropriate for the audience and the intended purpose.
- Make a compelling verbal presentation.

## u01d1 - Ethics Self-Assessment

After completing the readings for this unit in your *Ethical Practice in the Human Services* textbook, review the Cooperative Learning Exercise located on page 49 of the textbook.

In your initial post to this discussion, rate yourself on a scale of 1 to 5 for the issues identified in the learning exercise—with 1 being very comfortable or confident and 5 being very uncomfortable or not confident working with each issue.

- Discuss the areas where you have the least comfort or confidence and suggest a plan for increasing your confidence or skills working with that issue.
- Consider your readings in the textbook for this unit, and discuss the significance of personal values, self-awareness, and professional competence in ethical practice.

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. In your responses, compare similarities and differences in your self-assessment reflections. Discuss ways to increase knowledge of ethical decision making, professional competence, multicultural knowledge, and professional advocacy. Cite text concepts, relevant research, and professional or practical experiences to support your responses.

### Course Resources

#### Graduate Discussion Participation Scoring Guide

#### [Ethical Practice in the Human Services](#)

## u01d1 - Learning Components

- Identify where human services activities may encounter ethical issues.
- Describe common ethical issues that may be encountered in human services activities.

## u01d2 - Multidisciplinary Ethical Codes

This unit's assigned readings present ethical issues in diverse human services environments. Considering Chapter 2 from your *Ethical Practice in the Human Services* textbook and the research described in the Hem, Molewijk, and Pedersen article, address the following in your initial post to this discussion:

- Discuss one of the case illustration scenarios presented in Chapter 2 of your textbook (page 29, 36, or 38). Highlight the concerns identified, actions of the helping professional, and insights about the appropriateness of the choices made by the helping professional.
- Describe at least two common ethical concerns or shared values across professions, citing a code of ethics for the identified concerns and values.
- Based on your perspective, describe the advantages and disadvantages of professional ethical codes.

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. Respond to the learners' reflections on the case illustrations and shared ethical concerns or values. Discuss the relevance of professional codes in human services to the case illustration reflections. Include text concepts, relevant research, and professional or practical experiences to support your response.

### Course Resources

#### Graduate Discussion Participation Scoring Guide

[Ethical Challenges in Connection With the Use of Coercion: A Focus Group Study of Health Care Personnel in Mental Health Care](#)

[Ethical Practice in the Human Services](#)

### u01d2 - Learning Components

- Identify the common professional codes of ethics related to human services.
- Identify where human services activities may encounter ethical issues.
- Describe common ethical issues that may be encountered in human services activities.
- Determine which parts of a professional code of ethics relate to specific human services topics.

## Unit 2 >> Client Rights in Research and Treatment

### Introduction

In this unit, you examine ethical practices for facilitating therapeutic services and conducting research. You will examine the concept of informed consent and increase your knowledge of its ethical implications. Further, you

will explore ethical practice with vulnerable populations and the use of informed consent in diverse human services environments.

An essential component of professional practice is educating consumers about their legal and ethical rights. Integrating concepts such as non-maleficence and beneficence protects the best interests of clients and research participants (Parsons & Dickinson, 2017). The first step is identifying lawful and ethical codes in ethical research and treatment.

Consider vulnerable populations and the potential to view a treatment provider as an authority to be trusted. Clients may believe they should not question the authority of the treatment provider. Looking back at history, we can see this in situations such as the Tuskegee syphilis study (Jones, 1992), which had a significant impact on trust for medical professionals within the African American community. Another similar story is that of Henrietta Lacks (Skloot, 2010), whose cells fostered a significant amount of both controversy and research for over 60 years.

As you examine the readings for this unit and work through the assignment and discussions, consider the range of vulnerable populations, including infants and children, those with physical and mental disabilities, the elderly, those in prisons, and other vulnerable populations. Consider the power of those who are in roles intended to provide help for the populations they serve, and how often there are possibilities for crossing ethical boundaries either knowingly or unintentionally.

## References

Jones, J. H. (1992). *Bad blood: The Tuskegee syphilis experiment*. New York, NY: The Free Press.

Parsons, R., & Dickinson, K. L. (2017). *Ethical practice in the human services*. Thousand Oaks, CA: Sage Publications.

Skloot, R. (2010). *The immortal life of Henrietta Lacks*. New York, NY: Broadway Books.

## Learning Activities

### u02s1 - Studies

## Readings

In your [Ethical Practice in the Human Services](#) textbook, read the following:

- Chapter 3, “Ethical Standards: Guidelines for Helping Others,” pages 55–76.
- Chapter 8, “Informed Consent,” pages 183–214.

Use the Capella University Library to read the following:

- Lee, L. M., Heilig, C.M., & White, A. (2012). [Ethical justification for conducting public health surveillance without patient consent](#). *American Journal of Public Health*, 102(1), 38–44.

- Busen, N. H., & Engebretson, J. C. (2008). [Facilitating risk reduction among homeless and street-involved youth](#). *Journal of the American Academy of Nurse Practitioners*, 20(11), 567–575.

## u02s1 - Learning Components

- Identify where human services activities may encounter ethical issues.
- Describe common ethical issues that may be encountered in human services activities.
- Determine which parts of a professional code of ethics relate to specific human services topics.
- Identify various models for ethical decision making in the human services.

## u02a1 - Topic Selection and Proposal

For this assignment, you will select a topic on ethical practices in human services. This topic will be the basis for your assignments throughout the course. This is the topic for which you will develop a professional training seminar for staff members in an organization or local community for the final project assignment. Your topic must address a specific ethical issue in human services that is present in organizational operations and delivery of clinical or community services.

Read all the course assignments and choose a topic. Make sure the topic you have chosen will work in all the assignments in the course.

For this assignment, select a topic from this list of possible topics:

- Duty to warn, confidentiality, and malpractice liability.
- Clinical or organizational research and counseling or organizational relationships—confidentiality and informed consent.
- Boundaries and the ethical use of power.
- Efficacy of treatment and assessing outcomes.
- Multicultural competence—ethical practice in an increasingly diverse world.
- Confidentiality and implications of HIPAA and managed care in human services.
- Multiple or dual relationships in human services professional practice.
- Ethical practice working in collaboration with multiple agencies and organizations.
- Ethical challenges working with groups, couples, families, or communities.
- Competence and the ethics of self-care.
- Other selected ethical issue to be approved by the instructor.

Once you have selected a topic, select the professional code of ethics (for example, the ethics code of the National Organization for Human Services, American Counseling Association, or the National Association of Social Workers) that you will use as your basis for analyzing the ethical issues involved.

In your assignment submission, include the following:

- In a paragraph format, the topic you selected and a discussion of the ethical issues involved.

- The ethical code you have selected to use and a discussion of the specific elements of that code of ethics that relate to your topic.
- Three current empirical research articles (no more than five years old) addressing the selected topic and the ethical issues related to your selected code of ethics. **Be sure that sufficient scholarly research exists before submitting your project topic.** Cite and summarize each article, and indicate how it relates to your selected topic and ethical code.
- Headings that correspond to the key points in the scoring rubrics. Review sections 3.02–3.03 of the APA manual (6th edition) for guidance on headings.

## Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Headings, references, and citations are formatted according to current APA style and formatting.
- **Length of paper:** 3–5 typed, double-spaced pages, not counting the cover page and references.
- **Font and font size:** Times New Roman, 12 point.

Attach your paper as a Word document and submit it in the assignment area.

### Course Resources

[Turnitin](#)

[APA Style and Format](#)

[Ethics and Standards for Professional Practice in Counseling](#)

### u02d1 - Informed Consent

Review the scenarios in Exercise 3.2 on page 66 of your textbook and view any related media. In your initial post, discuss the purpose of informed consent and how it would apply to two of the scenarios. Respond to the following in relation to informed consent:

- What are the ethical responsibilities of the human service professional in the scenarios you selected?
- What are the ethical responsibilities of the human service professional to obtain informed consent for disclosures to a third party or for participation in research?
- What are the risks or challenges with disclosure in a situation where there may be a reason to breach confidentiality (such as potential harm to the client or others)?

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. Provide a different perspective or offer suggestions for dealing with risk or challenges.

Course Resources

Graduate Discussion Participation Scoring Guide

[Ethical Practice in the Human Services](#)

### u02d1 - Learning Components

- Identify where human services activities may encounter ethical issues.
- Determine which parts of a professional code of ethics relate to specific human services topics.
- Describe an ethical issue arising in a human services context.
- Analyze ethical issues involved in a human services case study.

### u02d2 - Working With Vulnerable Populations

Discuss issues and concerns related to working with vulnerable populations, such as children, the elderly, those who are incarcerated, or those with physical or mental impairments. Based on readings about vulnerable populations from the studies for this unit or other literature, discuss your understanding of voluntary consent and challenges when working with vulnerable populations. Identify specific laws and ethical standards in your state that apply to working with vulnerable populations, reporting child or elder abuse, and conducting research with vulnerable populations.

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. If possible, respond to learners who researched ethical standards in states other than your own. Compare professional practices in ethical research, abuse reporting, and clinical treatment with vulnerable populations. Include text concepts, relevant research, or professional or practical experiences to support your response.

Course Resources

Graduate Discussion Participation Scoring Guide

[Ethics and Standards for Professional Practice in Counseling](#)

## u02d2 - Learning Components

- Identify where human services activities may encounter ethical issues.
- Describe common ethical issues that may be encountered in human services activities.
- Determine which parts of a professional code of ethics relate to specific human services topics.

## Unit 3 >> Serving the Individual Within a System

### Introduction

Providing support services to a diverse population of clients in a community requires the human service worker to be sensitive to both individual needs and organizational or community issues or concerns. Parsons and Dickinson (2017) relate that work performed in community settings (such as schools, clinics, or hospitals) can present ethical dilemmas for providers because of potentially competing requirements for client privacy or confidentiality and documentation or reporting requirements for the system. Other systems that present potentially ethical dilemmas for a human service worker include military settings and legal systems such as courts, probation programs, and jails or prisons.

The role of a human service worker in many of these settings involves case management or coordination of care and services. In this unit, you will be looking at a situation where a family conflict identified within a school system involves the potential need for multiple service supports or interventions. The scenario also involves some cultural issues and children as a potentially vulnerable population. As you review the assigned readings, case scenarios, and discussion questions, consider what you would think, feel, and decide in terms of practice interventions.

### Reference

Parsons, R., & Dickinson, K. L. (2017). *Ethical practice in the human services*. Thousand Oaks, CA: Sage Publications.

### Learning Activities

#### u03s1 - Studies

### Readings

In your [\*Ethical Practice in the Human Services\*](#) textbook, read the following:

- Chapter 6, “Conflict: The Reality of Being Ethical Within the Real World,” pages 129–152.

Use the Capella University Library to read the following:

- Mooren, T. M., DeJong, K., Kleber, R. J., & Ruvic, J. (2003). [The efficacy of a mental health program in Bosnia-Herzegovina: Impact on coping and general health](#). *Journal of Clinical Psychology*, 59(1), 57–69.
- Vojvoda, D., Weine, S. M., McGlashan, T., Becker, D. F., & Southwick, S. M. (2008). [Posttraumatic stress disorder symptoms in Bosnian refugees 3½ years after resettlement](#). *Journal of Rehabilitation Research and Development*, 45(3) 421–426.

### u03s1 - Learning Components

- Determine which parts of a professional code of ethics relate to specific human services topics.
- Describe common ethical issues that may be encountered in human services activities.
- Identify the common professional codes of ethics related to human services.

### u03s2 - Riverbend City: Navigating Cultural Differences

Complete a Riverbend City simulation about a family with an immigrant father from Bosnia who has post-traumatic stress disorder (PTSD). Later in this unit, you will discuss the ethical considerations that would exist in working with the family portrayed in the multimedia presentation. What culturally sensitive factors would the human services provider need to consider in working with this family's issues and needs? How would the perspectives of the children differ from the perspectives of the parents?

- Click **Riverbend City: Navigating Cultural Differences** to complete the multimedia presentation.

#### Course Resources

##### Riverbend City: Navigating Cultural Differences

### u03s2 - Learning Components

- Determine which parts of a professional code of ethics relate to specific human services topics.
- Analyze policies, laws, and ethical guidelines that may impact a human services situation described in a case study.

### u03d1 - System Culture

Chapter 6 of your textbook addresses the concept of multiple levels of “client” including the individual client and a system of organizations, referral sources, reporting agencies, and reviewers or billing agencies.

In your initial post to this discussion, describe what is meant by a “system culture.” What are some of the ethical dilemmas that a provider, supervisor, or manager might encounter when working with a system in relation to the needs of an “identified client?” What are some of the potential ethical dilemmas when working with issues of mandatory reporting or with managed care or third-party payment agencies? Cite references from your text or other sources to support your post.

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. In your response, suggest additional ethical dilemmas someone might face or provide suggestions for successfully managing the dilemmas that have been discussed.

### Course Resources

#### [Graduate Discussion Participation Scoring Guide](#)

#### [Ethical Practice in the Human Services](#)

### u03d1 - Learning Components

- Determine which parts of a professional code of ethics relate to specific human services topics.
- Identify how personal issues may intersect or conflict with professional ethical standards in a human services situation.
- Describe common ethical issues that may be encountered in human services activities.
- Identify various models for ethical decision making in the human services.

### u03d2 - Ethical and Cultural Factors

Review the Riverbend City multimedia piece about the family with a Bosnian immigrant father and the article by Vojvoda, Weine, McGlashan, Becker, and Southwick (2008) about post-traumatic stress disorder (PTSD) in Bosnian refugees from the studies for this unit.

Then discuss the ethical considerations that would exist in working with the family portrayed in the multimedia piece.

- What culturally sensitive factors would the human services provider need to consider in working with this family's issues and needs?
- How would the perspectives of the children differ from the perspectives of the parents?

Support your discussion with content from the article and the course text.

# Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. Ask clarifying questions or suggest other ethical considerations or culturally sensitive factors that a counseling provider should consider. Provide suggestions for dealing with the challenges.

## Course Resources

### Graduate Discussion Participation Scoring Guide

[Posttraumatic Stress Disorder Symptoms in Bosnian Refugees 3½ Years After Resettlement](#)

[Ethical Practice in the Human Services](#)

[Riverbend City: Navigating Cultural Differences | Transcript](#)

## u03s3 - Assignment Preparation

Your next assignment, an annotated bibliography, is due in Unit 4. If you have not started already, begin searching for journal articles about empirical studies that address your chosen topic, related ethical issues, or your selected professional code of ethics. Make sure you are ready to submit your assignment on time in the next unit.

## Course Resources

[The Annotated Bibliography](#)

[Summative Annotated Bibliography Example](#)

[APA Style and Format](#)

[How Do I Find Peer-Reviewed Articles?](#)

## u03s3 - Learning Components

- Successfully search for scholarly articles on a particular topic.

- Identify journal articles that deal with current empirical research.

## Unit 4 >> Confidentiality and Duty to Warn

### Introduction

Maintaining confidentiality involves practicing therapeutic encounters in a way that generally protects a person's privacy related to disclosures made in a clinical relationship (Parsons & Dickinson, 2017). In many situations, confidentiality has certain limitations and there are requirements for informed consent to disclose to some third parties for specific reasons, such as situations where there are court orders in place to disclose information. On the spectrum of privacy and confidentiality, there is also the standard of privileged communication, which reflects a legal protection by a licensed provider, an attorney, or a member of the clergy. Disclosures that are protected under the umbrella of privileged communication apply even in the scope of court proceedings.

There are a few circumstances where confidentiality and privileged communication may be limited. One such situation is in the scope of group or couples therapy, where the provider may not disclose, but protection from disclosures by others in the session or group requires those individuals to agree to maintain confidentiality. Other situations where disclosure protections are limited include circumstances where there is threat of harm to self or others. In these situations, the provider has a duty to warn someone who might be a potential target of a client.

Professional practice codes of ethics and general standards of practice require any human service worker to inform a client about the limits to confidentiality and the situations or circumstances where there are requirements to disclose information that might result in harm to the individual or to someone else. One of the most controversial issues related to privacy and duty to warn has been the dilemma related to disclosures to sexual partners for individuals who have been diagnosed with HIV or AIDS (Melchert & Patterson, 1999).

In this unit, you will consider the range of issues and applications related to confidentiality, privileged communication, duty to warn, and the application of legal and ethical principles in situations where there are not always clear answers about ethical courses of action and where opinions may vary.

### References

Melchert, T. P., & Patterson, M. M. (1999). Duty to warn and interventions with HIV-positive clients. *Professional Psychology: Research and Practice*, 30(2), 180–186.

Parsons, R., & Dickinson, K. L. (2017). *Ethical practice in the human services*. Thousand Oaks, CA: Sage Publications.

### Learning Activities

#### u04s1 - Studies

# Readings

In your [\*Ethical Practice in the Human Services\*](#) textbook, read the following:

- Chapter 9, “Confidentiality,” pages 215–233.

Use the Capella University Library to read the following:

- Ivers, N. N., & Perry, R. L. (2014). [\*A time to tell? Legal issues regarding the duty to warn and protect\*](#). *Journal of Human Services*, 34(1), 70–81.
- Melchert, T. P., & Patterson, M. M. (1999). [\*Duty to warn and interventions with HIV-positive clients\*](#). *Professional Psychology: Research and Practice*, 30(2), 180–186.

Use the Internet to review the following:

- National Organization for Human Services. (2015). [\*Ethical standards for human service professionals\*](#). Retrieved from <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

## Writing Self-Assessment

Earlier in your program, you took a writing self-assessment. Retake the [\*Writing Self-Assessment\*](#) now. See where you have improved and where you still have opportunities for growth.

## Multimedia

- Complete [\*Confidentiality in Professional Practice\*](#).

## u04a1 - Annotated Bibliography

Locate six to eight current empirical studies (each published within the last five years) addressing the topic, related ethical issues, and the professional code of ethics you selected in Unit 2. You may include approved research articles from your Unit 2 assignment.

For each article:

- Summarize the content of the article.
- Summarize the study methodology.
- Describe the research results.
- Analyze the significance of the empirical study.
- Explain how the article applies to your selected topic, related ethical issues, and your selected professional code of ethics.

- Include transitional phrases, appropriate subheadings, and references.
- Use headings that correspond to the key points in the scoring rubrics. Review sections 3.02–3.03 of the APA manual (6th edition) for guidance on headings.

Format your submission as an annotated bibliography using the guidance provided in the assignment resources.

## Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Headings, references, and citations are formatted according to current APA style and formatting.
- **Length of paper:** 4–6 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Attach your paper as a Word document and submit it in the assignment area.

### Course Resources

[Summative Annotated Bibliography Example](#)

[APA Style and Format](#)

[The Annotated Bibliography](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Human Services Masters Research Guide](#)

## u04d1 - Confidentiality and Practice

After reading the chapter in your textbook about confidentiality, in your initial post discuss the differences between confidentiality, privileged communication, and the right to privacy. Provide one example of a situation that illustrates each of these concepts. Include references to one or more professional codes of ethics that apply to the concepts. Discuss the limits of confidentiality when there is a potential threat of harm to self or others, and how these limitations are communicated to a client.

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. Ask clarifying questions or comment on the applicability of the examples the learner provided. Do you agree with what the learner has posted? Why or why not?

## Course Resources

### Graduate Discussion Participation Scoring Guide

#### [Ethical Practice in the Human Services](#)

## u04d1 - Learning Components

- Determine which parts of a professional code of ethics relate to specific human services topics.
- Analyze policies, laws, and ethical guidelines that may impact a human services situation described in a case study.
- Identify how personal issues may intersect or conflict with professional ethical standards in a human services situation.

## Unit 5 >> Accountability, Supervision, and Training

### Introduction

Several elements of practice must be considered when determining the effectiveness of intervention practices and the effectiveness of the practitioner. According to Daniels and Weardon (2011) and Safran and Muran (2000), the strength of the relationship between a provider and a client or patient is probably the greatest predictor of positive outcomes in a helping relationship. This has been studied in numerous settings, using many different therapeutic practice models. However, beyond the strength of the relationship, other important factors related to accountability, supervision, and continuous training for providers must be considered. Certainly, there are training practices that are important for those who are early in their practice in the field of helping professions. There are also learning and training practices that must occur for those who are in the middle and later stages of their counseling or helping careers.

The course textbook (Parsons & Dickerson, 2017) addresses the issue of competence that involves a need for continuous education, training, consultation, and supervision. All the codes of ethics address the importance of providers practicing within the scope and boundaries of their clinical training, and of continuing their own learning and growth throughout the course of their careers. Codes of ethics also uphold standards for continuous learning regarding new or emerging practices, interventions, and methods of assessing outcomes of practice. One of the greater challenges of these standards is determining what practices represent adequate or appropriate continuous learning activities and what practices represent adequate or appropriate supervision and consultation activities. Some practitioners who remain in the field for a long period of time can become complacent in the way they seek both new learning and supervision or consultation.

As you reflect on the learning and discussions for this unit, consider any experiences or observations you have had in relation to individuals with different levels of knowledge and practice in the field. Think about the qualities you observe in those you see in educational or professional environments and what qualities stand out among strong and skilled practitioners who are practicing accountability through the use of supervision and continuous training.

## References

- Daniels, J., & Weardon, A. J. (2011). Socialization to the model: The active component in the therapeutic alliance? A preliminary study. *Behavioural and Cognitive Psychotherapy*, 39(2), 221–227.
- Parsons, R., & Dickinson, K. L. (2017). *Ethical practice in the human services*. Thousand Oaks, CA: Sage Publications.
- Safran, J. D., & Muran, J. C. (2000). *Negotiating the therapeutic alliance: A relational treatment guide*. New York, NY: Guilford Press.

## Learning Activities

### u05s1 - Studies

## Readings

In your [\*Ethical Practice in the Human Services\*](#) textbook, read the following:

- Chapter 11, “Efficacy of Treatment,” pages 267–290.
- Chapter 12, “Evaluation and Accountability,” pages 297–315.

Use the Capella University Library to read the following:

- Quarto, C. J. (2002). [\*Supervisors' and supervisees' perceptions of control and conflict in counseling supervision\*](#). *The Clinical Supervisor*, 21(2), 21–37.

### u05s1 - Learning Components

- Determine which parts of a professional code of ethics relate to specific human services topics.
- Describe an ethical issue arising in a human services context.

### u05d1 - Professional Development

Your textbook discusses multiple stages of development, starting with formal educational training, then continuing education, and on through practices of supervision and consultation. The stages of development could be compared to those of an apprentice, journeyman, and a master of a trade.

In your initial post to this discussion, identify at least two practices an ethically focused practitioner would engage in for each of these stages of practice. What are some potential challenges a practitioner might encounter at each stage of his or her professional journey? Cite sources from at least one of the professional codes of ethics and from the course text to support your post.

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. Suggest additional challenges a practitioner might encounter at various stages of practice or suggest ways to overcome the challenges.

### Course Resources

#### Graduate Discussion Participation Scoring Guide

#### [Ethical Practice in the Human Services](#)

### u05d1 - Learning Components

- Analyze policies, laws, and ethical guidelines that may impact a human services situation described in a case study.
- Identify the common professional codes of ethics related to human services.
- Determine which parts of a professional code of ethics relate to specific human services topics.
- Identify various models for ethical decision making in the human services.

### u05d2 - Evaluation and Accountability

Over the past several years, there has been an increasing focus on evidence-based practice and measurable outcomes for clinical interventions. Discuss why these concepts are important to clinical practice.

- What are some of the ethical challenges that exist when there are no clearly defined outcomes?
- How have managed care practices impacted requirements for measurable outcomes?
- How have managed care practices limited clinical interventions?

Cite from at least one professional code of ethics and from the course text to support your post.

# Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. Ask clarifying questions or provide another perspective on evidence-based practice and its relationship to ethics in human services.

## Course Resources

### Graduate Discussion Participation Scoring Guide

## u05d2 - Learning Components

- Determine which parts of a professional code of ethics relate to specific human services topics.
- Describe common ethical issues that may be encountered in human services activities.

## u05s2 - Assignment Preparation

Your next assignment is due in Unit 6. For that assignment, you must locate three case studies relevant to your selected topic. If you have not already started, start searching for appropriate case studies. Make sure you are ready to submit your assignment on time in the next unit.

## u05s2 - Learning Components

- Summarize a human services case study.
- Identify particular elements of a human services case study.
- Analyze ethical issues involved in a human services case study.

## Unit 6 >> Ethical Practice in a Diverse World

### Introduction

Self-reflection is a key requirement for a practitioner developing skills and competency working with diverse populations. Most professionals in the helping fields are aware of some of the more obvious and more openly addressed cultural and social issues for current practice. Counselor education and training programs incorporate cultural competency readings, assignments, or discussions in most classes. Yet there are some indications that there may be a need for improvement with self-reflective tools and a cultural auditing practice (Collins, Arthur, & Wong-Wylie, 2010).

One factor that has been receiving greater attention in more recent training programs is the ways dominant cultural beliefs, norms, and practices shape clinical practices, educational practices, and definitions of goals and outcomes (Parsons & Dickerson, 2017). In popular film, the movie *Crash* (Haggis, 2004) presents powerful perspectives about how one's own cultural norms can be ingrained and how easy it is to fail to see other perspectives or parallel attitudes.

In this unit, you will consider a scenario of a multi-ethnic couple that experiences challenges in life and in child-rearing practices. You will work on developing a case study assignment as well as reflect on the cultural challenges presented in a media scenario. As you reflect on the readings, the media scenario, and your own experiences, you have to consider ways you might gain more awareness or knowledge related to a culture with which you are unfamiliar.

## References

Collins, S., Arthur, N., & Wong-Wylie, G. (2010). Enhancing reflective practice in multi-cultural counseling through cultural auditing. *Journal of Counseling and Development*, 88(3), 340–347.

Haggis, P. (2004). *Crash*. United States: Lionsgate Films.

Parsons, R., & Dickinson, K. L. (2017). *Ethical practice in the human services*. Thousand Oaks, CA: Sage Publications.

## Learning Activities

### u06s1 - Studies

## Readings

In your [\*Ethical Practice in the Human Services\*](#) textbook, read the following:

- Chapter 4, “Ethical Practice in an Increasingly Diverse World,” pages 77–98.

Use the Capella University Library to read the following:

- Collins, S., Arthur, N., & Wong-Wylie, G. (2010). [Enhancing reflective practice in multi-cultural counseling through cultural auditing](#). *Journal of Counseling and Development*, 88(3), 340–347.
- Kocet, M. M. (2006). [Ethical challenges in a complex world: Highlights of the 2005 ACA Code of Ethics](#). *Journal of Counseling and Development*, 84(2), 228–234.

Use the Internet to review the following websites on autism spectrum disorders and Asperger's syndrome.

- Autism Society. (n.d.). [Asperger's syndrome](#). Retrieved from <http://www.autism-society.org/what-is/aspergers-syndrome/>
- The Nemours Foundation. (n.d.). [Asperger syndrome](#). Retrieved from <http://kidshealth.org/en/parents/asperger.html#>

# Cultural Competency Assessment

In your Diversity and Inclusion in the Field of Human Services course earlier in your program, you took a cultural competency self-assessment.

- Revisit the [Cultural Competency Assessment](#) now.

See where your cultural competency has improved and where you still have opportunities for growth.

## u06s2 - Riverbend City: Ethical Challenges

Complete a Riverbend City simulation about balancing the needs of a child with autism spectrum disorder and the conflicting desires of her parents. Later in this unit, you will apply concepts from the ACA Code of Ethics in discussing an approach the case manager might use with the parents that would be culturally sensitive and responsive to the needs of the child.

- Click **Riverbend City: Ethical Challenges** to view the Riverbend City simulation.

### Course Resources

#### Riverbend City: Ethical Challenges

## u06s2 - Learning Components

- Determine which parts of a professional code of ethics relate to specific human services topics.

## u06a1 - Case Presentation

Locate three case studies relevant to the topic you selected in the Unit 2 assignment. Your textbook, course examples, media, or real-world situations are good sources for case studies. Highlight the organizations and human services populations in the case studies and weigh the policies, laws, and ethical guidelines that influenced the decision-making process.

Include the following elements in your assignment submission:

- Introduction.
- The professional ethical code used throughout and the rationale for choosing it.

- For each case study:
  - Summarize the case study, including all key points:
    - An introduction to the situation described in the case study.
    - The organization and the human services population involved.
  - Analyze the ethical issue (or issues) at both the macro (population and organization) level and the micro (case-specific, individual client) level.
  - Analyze the policies, laws, and ethical guidelines that influence the ethical decision-making process.
  - Analyze the ethical decision-making process, considering how personal desires and feelings intersect with ethical obligations.
- Headings that correspond to the key points in the scoring rubrics. Review sections 3.02–3.03 of the APA manual (6th edition) for guidance on headings.

The cases studies you select for this assignment will be used as the basis for discussions in your final project assignment.

## Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **Writing style:** Present the content of this assignment in paragraph format and include transitional phrases, headings to define document sections, appropriate subheadings, and references.
- **References:** Your paper must include at least six academic references. References must be from academic journals, textbooks, or a professional code of ethics.
- **APA formatting:** Use proper APA format for headings. In-text citations and references at the end of the paper must be in proper APA style and formatting.
- **Length of paper:** 5–7 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Attach your paper as a Word document and submit it in the assignment area.

### Course Resources

[Turnitin](#)

[APA Style and Format](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Finding Articles by TYPE: Case Studies](#)

[Human Services Masters Research Guide](#)

[Ethical Practice in the Human Services](#)

## **u06d1 - Cultural Bias, Self-Awareness, and Professional Code of Ethics**

The article by Kocet (2006) in the studies for this unit reflects on some changes in language and the expansion of definitions related to family and support networks and client identity in the ACA Code of Ethics. Your textbook discusses Western social and cultural biases.

Review the Riverbend City multimedia presentation and the information about autism spectrum disorders and Asperger's syndrome from this unit's studies. In your initial post, discuss the application of concepts from the ACA Code of Ethics about multicultural and diversity issues in relation to support needs for the family in the multimedia scenario. In your discussion, include perspectives about family and support networks and cultural biases. Discuss an approach the case manager might use with the parents that would be culturally sensitive and responsive to the needs of the child.

## **Response Guidelines**

Read the posts of the other learners and respond to the initial posts of two learners. Compare your perspectives about the ACA Code of Ethics and the approach of the human services case manager with the perspectives presented by the other learner.

### Course Resources

#### Graduate Discussion Participation Scoring Guide

[Riverbend City: Ethical Challenges | Transcript](#)

[Ethical Challenges in a Complex World: Highlights of the 2005 ACA Code of Ethics](#)

[Autism Society: Asperger's Syndrome](#)

[KidsHealth: Asperger Syndrome](#)

[Ethical Practice in the Human Services](#)

### u06d1 - Learning Components

- Determine which parts of a professional code of ethics relate to specific human services topics.
- Summarize a human services case study.

### Introduction

Perhaps one of the more directly honest perspectives on the balance of power, transference, and boundaries in therapeutic relationships is provided by Kottler (2010). In *On Being a Therapist*, Kottler (2010) reflects on how the therapeutic relationship changes both the provider and the client. People working in the helping professions cannot avoid being impacted by the lives of those to whom they provide services. Working in the helping professions means becoming engaged in the lives of people who are in different states of physical, emotional, or spiritual pain. The professional relationship involves working with people to define their challenges as well as their efforts or desires to make changes that will hopefully improve their lives in some way.

Often, professional helpers experience thoughts or beliefs that they know what is “best” for the client. The challenges of maintaining professional objectivity and avoiding the temptation to use power or coercion to shape or force change can be overwhelming.

It is important for those working in the helping professions to have a plan for managing situations where dual relationships can and do occur. It is also important to have positive professional and personal support systems outside the therapeutic environment. Both these practices are crucial to maintaining appropriate professional boundaries and managing the inevitable issues of transference that will occur when working in the helping professions.

### Reference

Kottler, J. (2010). *On being a therapist* (4th ed.). San Francisco, CA: Jossey-Bass.

### Learning Activities

#### u07s1 - Studies

### Readings

In your [\*Ethical Practice in the Human Services\*](#) textbook, read the following:

- Chapter 10, “Boundaries and the Ethical Use of Power,” pages 241–260.

Use the Capella University Library to read the following:

- Gonyea, J. L. J., Wright, D. W., & Earl-Kulkosky, T. (2014). [\*Navigating dual relationships in rural communities\*](#). *Journal of Marriage and Family Therapy*, 40(1), 125–136.
- Witt, K. J., & McNichols, C. (2014). [\*Assessing the needs of rural counselor supervisors in Texas\*](#). *Journal of Professional Counseling: Practice, Theory, & Research*, 41(2), 15–29.

# Identity Profile

Now is a good time to revisit your Identity Profile. This time examine your skills in the areas of critical thinking and information literacy. Where have you made progress? Where do you have opportunities for continued growth?

- Review the [Identity Profile](#).

## Multimedia

- Complete the [Dual Relationships](#) interactive media piece.

### u07d1 - Dual Relationships

The dilemma of dual relationships, particularly in rural communities, can present significant ethical challenges. Review the articles by Gonyea, Wright, and Earl-Kulkosky (2014) and by Witt and McNichols (2014) in the studies for this unit.

In your initial post, discuss some of the methods used to manage potential dual relationships from the perspective of a provider and from the perspective of a supervisor. Describe at least one similarity and one difference in the ways a provider and a supervisor address dual relationship situations.

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners. Compare the learner's insights about dual relationships with those you identified in your discussion. Suggest additional ways to manage the challenge of dual relationships.

Course Resources

Graduate Discussion Participation Scoring Guide

[Navigating Dual Relationships in Rural Communities](#)

[Assessing the Needs of Rural Counselor Supervisors in Texas](#)

- Identify how personal issues may intersect or conflict with professional ethical standards in a human services situation.
- Apply doctoral level skill in critical thinking, research, and writing.

## **u07d2 - Objectivity and Transference**

Your textbook presents several examples of situations where objectivity and transference might impact a therapeutic relationship. There is often a continuum that ranges from emotional objectivity to transference that can completely impair judgment. Select a scenario from the Cooperative Learning Exercise on page 260 of your textbook, or provide an example from your experience where there was a real or potential loss of objectivity or transference.

In your initial post, describe the difference between emotional objectivity and transference. Describe the scenario you selected and explain where or how the loss of objectivity or transference might occur in the scenario.

## **Response Guidelines**

Read the posts of the other learners and respond to the initial posts of two learners. Compare your perspectives about emotional objectivity and transference with those presented by the other learners. Suggest additional ways to deal with the challenges of transference.

Course Resources

Graduate Discussion Participation Scoring Guide

[Ethical Practice in the Human Services](#)

## **u07d2 - Learning Components**

- Identify how personal issues may intersect or conflict with professional ethical standards in a human services situation.
- Summarize a human services case study.

## **u07s2 - Assignment Preparation**

Your next assignment is due in Unit 8. For that assignment, you must create a rough draft of a presentation for an ethics workshop. If you have not already started, create an outline and start work on your presentation. Make sure you are ready to submit your assignment on time in the next unit.

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

u07s2 - Learning Components

- Develop communications appropriate for the audience and the intended purpose.
- Design ethical training for human services.

## Unit 8 >> Ethics and the Law

### Introduction

In Unit 4, we looked at confidentiality and privileged communication, including some of the limits of confidentiality related to the duty to warn when there is a potential threat of harm to others, or when there is a potential for self-harm. There are many elements of ethical practice that require the understanding of legal requirements or standards and the challenges that exist to ethical practice when legal requirements are involved. The conflicts between protecting the rights of a client to privacy and confidentiality and protecting the rights of the public or of members of vulnerable populations who cannot protect themselves are often debated.

Parsons and Dickinson (2017) indicate that the helping process is actually, in some respects, a legal contract between the client and the provider. This perspective has actually been tested in court and there have been cases in which legal action has been taken against therapists for alleged failure to take appropriate action where there have been high-risk circumstances that have resulted in negative legal or social outcomes. The ethical dilemma often faced by those in the helping fields is whether to disclose certain behaviors, threats, or actions and to whom. There are also questions of who is the client—the individual, the family, the community, or all of these.

Many programs have moved into the use of decision trees to help guide practice for ethical decision making (Storl, DuBois, & Seline, 1999). Decision trees may ask the provider to assess questions such as “did an incident occur,” and “was there an impact from the incident.” These kinds of algorithms have been used to assess incident and impact in situations where there are issues of child abuse, spouse abuse, or elder abuse. Algorithms may be used in making decisions about legally mandated services, in probation environments, and in programs such as drug courts or deferred prosecution situations.

As you review the readings and discussions for this week, consider your own perspectives about situations where legal standards or mandates might be at odds with ethical decisions to protect a client or a community.

### References

Parsons, R., & Dickinson, K. L. (2017). *Ethical practice in the human services*. Thousand Oaks, CA: Sage Publications.

Storl, H., DuBois, B., & Seline, J. (1999). Ethical decision-making made easier: The use of decision trees in case management. *Care Management Journals*, 1(3), 163–169.

## Learning Activities

### u08s1 - Studies

## Readings

In your [\*Ethical Practice in the Human Services\*](#) textbook, read the following:

- Chapter 5, “Ethics and the Law,” pages 107–123.
- Chapter 7, “Ethical Decision-Making,” pages 153–175.

Use the Capella University Library to read the following:

- Storl, H., DuBois, B., & Seline, J. (1999). [\*Ethical decision-making made easier: The use of decision trees in case management\*](#). *Care Management Journals*, 1(3), 163–169.

### u08s1 - Learning Components

- Determine the needs of learners for human services ethical training.

### u08a1 - Presentation Rough Draft

This assignment and the final assignment (in the next unit) involve the development of a hypothetical ethics workshop in which you identify and analyze a specific ethical situation or topic for a target population. You will build your workshop around the topic and professional code of ethics you selected in Unit 2 and which you have used in the previous assignments in this course. Your workshop must incorporate literature and code of ethics information from your Unit 4 assignment. It must incorporate case presentations that apply to your selected topic from the Unit 6 assignment. In the workshop, participants must gain skills for applying ethical expectations, models, and regulatory standards and for evaluating the intersection of the personal lens and ethical obligations. The workshop presenter will facilitate discussions related to the chosen topic area.

For this assignment, create a PowerPoint presentation that describes the content and activities that are part of your hypothetical ethics workshop. In addition to submitting your PowerPoint presentation in this assignment, you will post it in a discussion for this unit so your fellow learners can provide feedback.

For the assignment in the next unit, you will revise your PowerPoint presentation in response to the feedback you receive from other learners and your instructor. In that assignment, you also will record an introduction to the workshop based on the content of the PowerPoint presentation.

Your PowerPoint presentation for this assignment must include at least one slide for each of the following elements:

- The title of the workshop.
- Target audience.
- Goals of the workshop.
- An outline of the content and activities for the workshop, including time frames.
- A list of sources and references for further study.
- An outline of facilitated small group discussions in which participants use case studies to:
  - Apply ethical expectations and models to decision making.
  - Evaluate the difference between the personal lens and the ethical obligations of the profession.
- An examination of how the information presented will meet the goals of the workshop.

Use the PowerPoint Notes feature to include additional talking points you would use as a presenter speaking to the PowerPoint slides.

## Assignment Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Headings, references, and citations are formatted according to current APA style and formatting.
- **Length of PowerPoint presentation:** 12–15 PowerPoint slides.

Attach your PowerPoint presentation and submit it in the assignment area.

### Course Resources

[Turnitin](#)

[APA Style and Format](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[Human Services Masters Research Guide](#)

## **u08d1 - When Ethics and Legalities Collide**

Each professional code of ethics includes a requirement to define limitations of confidentiality that are not always required by law. Legal mandates in some states can result in dilemmas when they conflict with standards in the code of ethics. For example, standards of confidentiality might conflict with a court order or a duty to protect a third party.

In your initial post, consider a situation such as the disclosure of HIV status or adolescent privacy standards for disclosure to parents without consent. Use the Tarvydas (2012) integrative approach to decision making (described in your textbook) to discuss how you would arrive at a decision about confidentiality or disclosure related to potential ethical dilemmas caused by conflicts between the code of ethics and legal requirements.

### **Response Guidelines**

Read the posts of the other learners and respond to the initial posts of two learners. Ask clarifying questions or provide another perspective on the challenges of balancing code of ethics standards and legal requirements or mandates.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Ethical Practice in the Human Services](#)

#### **u08d1 - Learning Components**

- Summarize a human services case study.
- Analyze policies, laws, and ethical guidelines that may impact a human services situation.

#### **u08d2 - Peer Review**

For your initial post to this discussion, attach a draft of your Presentation Rough Draft assignment that is due in this unit. Indicate any specific types of feedback on the draft that you would like to receive from peer reviewers.

### **Response Guidelines**

If possible, respond to the post of a learner to whom no other learners have previously responded. Provide feedback on the assignment draft the learner posted. If the learner requested specific types of feedback, respond to that. In addition, point out any areas where the learner's draft is particularly strong and any areas

where the draft needs work. Provide specific suggestions for improvement. You are only required to respond to one other learner for this discussion.

## Course Resources

### Graduate Discussion Participation Scoring Guide

#### u08d2 - Learning Components

- Determine the needs of learners for human services ethical training.
- Identify the needs of a particular human services audience.
- Develop appropriate goals for human services ethics training.

#### **u08s2 - Assignment Preparation**

Your final assignment is due in Unit 9. For that assignment, you must revise your presentation for an ethics workshop based on the feedback you received on your rough draft. You also must record yourself giving the presentation. If you have not already started, begin revising your rough draft and make preparations for recording your presentation. Make sure you are ready to submit your assignment on time in the next unit.

## Course Resources

### [Using Kaltura \[PDF\]](#)

### [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

#### u08s2 - Learning Components

- Develop communications appropriate for the audience and the intended purpose.
- Apply doctoral level skill in critical thinking, research, and writing.

## **Unit 9 >> Advocacy – Working With Groups, Families, Community Organizations**

### **Introduction**

Maintaining confidentiality in human service work with groups, families, or communities presents several different ethical challenges. One of the first challenges is that the provider has little or no ability to foster

accountability for disclosures made by other members of a group (Lasky & Riva, 2006) or family counseling session. Although there generally are agreed-upon rules or guidelines that members are asked to honor in group or family counseling, there is no guarantee that people will honor them. Some methods that have been used to foster greater compliance with confidentiality include having members sign a confidentiality agreement or defining some kind of consequences if a member breaks confidentiality, such as being discharged from the group or session.

In the role and scope of family therapy sessions, two of the more emotionally charged ethical issues involving confidentiality result from situations where there is a duty to warn for the safety of an adult or a child, and the issue of whether to disclose sensitive medical information (Burkemper, 2002). In the role of a community advocate, there can be a significant ethical dilemma presented when a person's mental health status reflects a risk that the person might engage in some level of destructive community action where people get injured or killed. As you review the readings for this week, reflect on observations or experiences involving potential ethical dilemmas related to standards of confidentiality and protection.

## References

Burkemper, E. M. (2002). Family therapists' ethical decision-making processes in two duty-to-warn situations. *Journal of Marital and Family Therapy*, 28(2), 203–211.

Lasky, G. B., & Riva, M. T. (2006). Confidentiality and privileged communication in group psychotherapy. *International Journal of Group Psychotherapy*. 56(4), 455–476.

## Learning Activities

### u09s1 - Studies

## Readings

In your [Ethical Practice in the Human Services](#) textbook, read the following:

- Chapter 13, "Ethical Challenges Working with Groups, Couples, and Families," pages 321–341.

Use the Capella University Library to read the following:

- Burkemper, E. M. (2002). [Family therapists' ethical decision-making processes in two duty-to-warn situations](#). *Journal of Marital and Family Therapy*, 28(2), 203–211.
- Lasky, G. B., & Riva, M. T. (2006). [Confidentiality and privileged communication in group psychotherapy](#). *International Journal of Group Psychotherapy*. 56(4), 455–476.
- Ross, L. F., Loup, A., Nelson, R. M., Botkin, J. R., Kost, R., Smith, G. R., & Gehlert, S. (2010). [Nine key functions for a human subjects protection program for community-engaged research: Points to consider](#). *Journal of Empirical Research on Human Research Ethics*, 5(1), 33–47.

- Determine the needs of learners for human services ethical training.

### **u09a1 - Ethics in Human Services Workshop Presentation**

For this assignment, you must revise the PowerPoint presentation you created for the assignment in Unit 8 in response to the feedback you received from other learners and your instructor. In your presentation, in addition to indicating a title for the workshop, you must also provide a short summary (2–3 sentences) of the workshop content. You will submit the revised PowerPoint presentation for this assignment.

In addition, you must use Kaltura to record yourself presenting the information from your PowerPoint deck. The Kaltura portion of this assignment will be a 5- to 10-minute presentation introducing the workshop content, format, and goals. An audio recording is required. You may include video of yourself presenting, but it is not required. Treat this presentation as the opening activity of your ethics workshop in which you explain what participants will experience in the workshop. You also must submit the link to your Kaltura presentation for this assignment.

This ethics workshop presentation must demonstrate your understanding of ethical issues and professional codes, decision making, and ethical behavior and expectations in professional practice.

## **Assignment Requirements**

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Headings, resources, and citations are formatted according to current APA style and formatting.
- **Length of PowerPoint presentation:** 12–15 PowerPoint slides.
- **Length of Kaltura recording:** 15 minutes, maximum.

In the assignment area, post your PowerPoint presentation and the link to the Kaltura recording of you making your workshop presentation.

### Course Resources

[Using Kaltura \[PDF\]](#)

[Turnitin](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[APA Style and Format](#)

## **u09d1 - Group Consent and Confidentiality**

In situations where there is more than one “identified client”—such as when conducting therapy sessions for couples, families, or groups, there are special considerations for defining the client, the limits of confidentiality, and documentation practices.

In your initial post, discuss the factors to consider when protecting the welfare of a client in situations where there is more than one person in the therapeutic encounter. What are steps that must be taken in advising all parties about their role, their records, the limits of confidentiality, and informed consent? Cite examples from the course textbook or your experience to illustrate how a counselor might manage consent and confidentiality in a family or group setting.

## **Response Guidelines**

Read the posts of the other learners and respond to the initial posts of two learners. Ask clarifying questions or provide another perspective on the challenges related to working with couples, families, or groups.

Course Resources

Graduate Discussion Participation Scoring Guide

[Ethical Practice in the Human Services](#)

## **u09d1 - Learning Components**

- Analyze ethical issues involved in a human services scenario.

## **Unit 10 >> Competence and the Ethics of Self-Care**

### **Introduction**

As we wrap up this course, it is important to consider how the issue of self-care fits into discussions about ethics and ethical behaviors by human service providers. There has been an increase in research about the impact of sleep and eating habits on mood and behavior (Carney, Moss, Lachowski, & Atwood, 2014; Lowson, Middleton,

Arber, & Skene, 2013). Poor self-care around habits such as sleep, food, and physical activity can have a significant impact on the capacity to practice compassion and on emotional sensitivity to others. Self-care habits, especially for those working in caretaker or helping professions, are extremely important in order to avoid going down the road that leads to burnout, compassion fatigue, and vital exhaustion (Figley, 2015).

The course text and the article by Thomas and Levitt (2010) both present some ideas about personal wellness plans, prevention tools, and the ethics of self-care. These practices go well beyond the practice of an ethical therapeutic relationship or an ethical treatment plan. Finding and maintaining an appropriate balance between many competing demands in one's life can be a life-long journey. Different stages in a person's life require different kinds of personal care plans. Those in the helping professions often can easily see and work to provide guidance to clients about ways to foster greater balance or make changes. The same practices that are used to guide others also must be implemented for self-care.

One of the more challenging elements of ethical practice and self-care comes when we see a situation where a professional colleague, partner, or friend is clearly engaging in practices that are impacting judgment. Observing a colleague or another professional who may be impaired in some way that has a potentially negative impact on his or her practice means it may be necessary to take personal or professional action. Most of the professional codes of ethics have a requirement to take action in a situation where one observes impairment in the practice of another professional. As you consider your own self-care, also consider ways to foster a community practice of self-care among other helping professionals.

## References

- Carney, C. E., Moss, T. G., Lachowski, A. M., & Atwood, M. E. (2014). Understanding mental and physical fatigue complaints in those with depression and insomnia. *Behavioral Sleep Medicine*, 12, 272–289.
- Figley, C. R. (2015). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. New York, NY: Routledge.
- Lowson, E., Middleton, B., Arber, S., & Skene, D. J. (2013). Effects of night work on sleep, cortisol, and mood of female nurses, their husbands and children. *Sleep and Biological Rhythms*, 11, 7–13.
- Thomas, A. M., & Levitt, A. (2010). Self-care: An ethical obligation and preventive tool. *Counseling Today*, 53(2), 244–245.

## Learning Activities

### u10s1 - Studies

## Readings

In your [\*Ethical Practice in the Human Services\*](#) textbook, read the following:

- Chapter 14, “Competence and the Ethics of Self-Care,” pages 347–368.

Use the Capella University Library to read the following:

- Thomas, A. M., & Levitt, A. (2010). [Self-care: An ethical obligation and preventive tool](#). *Counseling Today*, 53(2), 244–245.

## Career Center and Identity Profile

- Visit the [Capella Career Center](#) now to explore the tools available to help you find a job in your chosen field. Be sure to click **Job Search Tools** in the left-hand menu to explore various tools that can help your search.
- Add information about what you find to your [Identity Profile](#).

### u10d1 - Ethics of Self-Care

Management of self-care includes preventive measures important for avoiding burnout or compassion fatigue. Helpers can struggle with keeping a balance between care for others and care for themselves. Review Exercise 14.2, the Self-Care Worksheet, in your textbook.

In your initial post, discuss one of the items in each domain (physical health, social connections, psychological domain, affective domain, inner life, professional domain) that you engage in regularly and explain how that activity helps you maintain balance in your professional and personal life.

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners whose posts most interested you. Relate similarities or differences in your reflections about your self-care practices and those shared by the learner.

Course Resources

Graduate Discussion Participation Scoring Guide

[Ethical Practice in the Human Services](#)

### u10d1 - Learning Components

- Identify the role of self-care in maintaining ethical standards.

## u10d2 - Career Center Resources

Visit the Capella Career Center and explore the information available about career planning. Be sure to check out the items in the left-hand menu.

After exploring the Career Center, in your initial post to this discussion, identify two things on the Career Center site that stood out for you and that you can use as you explore a career in your chosen field.

- Why were those things of particular interest?
- How will they benefit you?
- What part of career planning will be the most difficult for you? Why?

## Response Guidelines

Read the posts of the other learners and respond to the initial posts of two learners whose posts most interested you.

- Will you be able to use the things they identified as useful on the Career Center site?
- How would they be useful to you?
- How can your fellow learners help you in your career planning process?

Course Resources

Graduate Discussion Participation Scoring Guide

[Capella Career Center](#)

## u10d2 - Learning Components

- Examine tools for managing your career as a human services professional committed to ethical practice.