



Ethics, Values, and Cultural Competences in Human Services
PHIL 105 – 3 Credits

Day: _____ **Time(s)** _____ **Classroom:** _____

Instructor: **Office Hours:**

Office Location:

Phone number: _____ **Email address:** _____

Prerequisite/Co-requisites: NONE

Course Description

This course will acquaint students with the professional and ethical issues that affect human service practitioners. Codes of ethics from various human service professional organizations will be studied. The course will explore the role and importance of civility and values as they relate to providing services to people. This course will generate student knowledge of cultural competence and diversity awareness when interacting with populations served by human service professionals.

Other topics that will be studied include conscious use of self, clarification of values, awareness of diversity, choosing the least intrusive intervention in the least restrictive environment, client self-determination, confidentiality of information, recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity, and, belief that individuals, services systems, and society can change.

*This course fulfills the general education learning competency of **Ethics/Philosophy (E/P)**.*

Required Texts

Corey, C., Corey, G., Corey, M., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed). Stamford, CT: Cengage Learning.
ISBN-13: 978-1-305-38945-8

Forni, P. M. (2002). *Choosing civility: The twenty-five rules of considerate conduct*. New York, NY: St. Martin's Press.
ISBN: 0-312-30250-9

Course Goal

To understand and apply the ethical responsibilities of a human service professional.

Student Learning Outcomes (LO)

1. Discuss principles of ethics, civility and cultural competence as pertains to the human services profession (17.d)
2. Differentiate personal and professional values and apply them in practice (20.b)
3. Explain the role of conscious use of self in human services work (20.a)
4. Discuss appropriate professional boundaries and their importance in human services work (19.g)
5. Evaluate and interpret Codes of Ethics from a variety of professional organizations including the National Organization of Human Services and the Council for Standards in Human Service Education (19.h and 20.c)
6. Develop strategies for self-care (20.d)
7. Discuss the range, significance and application of ethical considerations important to the practice of human services, among them: choosing the least intrusive intervention in the least restrictive environment; client self-determination; confidentiality of information; and the belief that individuals, services systems, and society can change (19. a-c,e) [325]
8. Discuss the dimensions and significance of expressions of diversity in relation to human service practice (12.f and 19.d) [101]

NOTE: Numbers next to learning objectives reflect Council for Standards in Human Services Education curriculum standards

Grading Policy

Quizzes (13)	50%
Discussion Board (8)	30%
Code of Ethics Project	10%
Final Ethical Dilemma Project	10%
Total	100%

100 point Grading Scale

93-100 A	80-82 B-	67-69 D+
90-92 A-	77-79 C+	63-66 D
87-89 B+	73-76 C	60-62 D-
83-86 B	70-72 C-	Below 60 F

Course Expectations

Below are brief descriptions of the methods of assessment.

Discussion Board (Aligns with Learning Objectives (LO) 1, 2, 3, 4, 5, 6, 7, 8)

Eight (8) discussion boards are to be completed throughout the semester. The student is expected to make an initial post by Thursday at 11:59 pm, followed by at least two (2) responses to peers before Sunday at 11:59 pm. This is the minimum requirement. A typical discussion board length of writing is two-three paragraphs for initial post; followed by an insightful, supported response with a minimum of four sentences. APA 6th edition citations and referencing apply. A detailed rubric is provided at the end of the syllabus.

Quizzes (Aligns with LO 1, 2, 3, 4, 5, 6, 7, 8)

Thirteen (13) quizzes will be issued throughout the course of the semester.

Code of Ethics Project (Aligns with LO 5)

The student will complete a research project relating to the Codes of Ethics from two professional organizations (non-profit or for-profit organizations). At least one professional code of ethics must represent your chosen profession i.e., Human Services, Criminal Justice, Early Childhood, Nursing. Detailed instructions and rubric are included in the syllabus.

Final Project – Ethical Dilemma (Aligns with LO 1, 2, 3, 4, 5, 6, 7, 8)

Class Policies

Discussion Boards:

Discussion Boards are a significant portion of your grade. The rubric for grading follows within this syllabus. It is expected that each student will be respectful of others' viewpoints when posting/responding to statements made. This is a learning journey; civil discourse and respect for others is the basis for our communications on the board. Political ideologies and beliefs are values that each holds dear. Communication of ideas is essential; this is an academic setting where respectful discourse, lively debate, Socratic questions (meaning that which inspires another to think even deeper on his/her viewpoint and subject matter than originally stated), and thought-provoking ideas should be the order of the day, which make for sharp learning and lively interaction.

The professor reserves the right to edit posts to retain civil discourse among students; if this is the case, the professor will always converse with the poster first to talk through the action in an effort for mutual understanding.

Late Work Submission Policy:

- 1) Ten percent (10%) reduction for late work received (any time after the class *time* it is due) up to one week late maximum unless previous arrangements with the instructor have been made (usually due to sickness verified by doctor's note);
- 2) Twenty percent (20%) reduction for late work received (any time after the class *time* it is due) up to two weeks late unless previous arrangements with the instructor have been made (usually due to sickness verified by doctor's note);
- 3) Work will **not** be accepted three weeks late unless previous arrangements with the instructor have been made (usually due to medical reasons as verified by doctor's note).
- 4) *No late work will be accepted after end of Week 13.*

Student Responsibility for Technology and Learning:

This online class is fully executed through Blackboard. It is your duty to take full responsibility for your learning in this online class to be successful and achieve your desired results. This means that no technical excuse is valid for extension on assignments (computer broke, lost device, no wi-fi, etc.). It is urged you make back-up arrangements (e.g. Goodwin Library, town library, neighbor/friend, storefront [Panera, McDonalds]) to prepare you for unforeseen technical difficulties. This means working in advance of your deadlines and understanding the rigor of this level of coursework.

Course support is available through the College's online Blackboard system (<https://bb.goodwin.edu>). There you will find materials for pre-class learning assignments and assessment-tasks / deliverables. The course site also contains other learning resources such as PowerPoint slides for book chapters. Please check the Blackboard course site regularly for updates and announcements.

Communication and E-mail

Students are expected to conduct communication in a professional manner. I will send course correspondence through Blackboard, so check your College e-mail account regularly. Please consult the syllabus before e-mailing with general questions about assessments, expectations, and course logistics. Do not send me assessments or assignments via email.

Typically, response time to emails is within 24-48 hours. Response times for emails sent over the weekend may be longer. I will not ordinarily respond to e-mails after the close of the business day. Please include the course number and a keyword indicating the nature of your question in the subject line of all e-mails.

APA Style and Written Assignments

Papers must be produced using word processing software that is compatible with Blackboard. Unless otherwise assignments must conform to the style guidelines as set forth in the most recent edition of the *Publication Manual of the American Psychological Association* (APA manual). Points will be deducted on any written assignment that does not adhere to APA style.

The following are expectations for all written work. Please adhere to them unless otherwise specified in the assignment descriptions.

1. The quality of writing and style should be thoughtful, professional, and polished. Polished means that the paper is free of errors.
2. Following the APA conventions, your papers must have one-inch margins for top, bottom, left, and right sides of the page (left justify). The default margin in Word is typically 1.25". Please reset your default to 1".
3. Type font must be 12-point Times New Roman. In Word, the default type font is 11.5-point Calibri. Please reset your defaults. If you do not know how to change default settings in Microsoft products, the website has instructions (<http://office.microsoft.com/en-us/training-FX101782702.aspx>). YouTube also has many helpful videos.

Course Outline

Date	Topic(s) Covered	Assignments/ Reading to be completed before class	Assessment Schedule
Week 1	Introduction to Syllabus – Scavenger Hunt/ Introduction to Professional Ethics	Syllabus/Announcements page in Blackboard Corey, Chapter 1 View PowerPoint Ch 1	Complete Scavenger Hunt - Discussion Board 1 Complete Quiz 1 (LO 1)
Week 2	What is Civility? CODE OF ETHICS PROJECT ASSIGNED	Forni, pp. 7-12	Discussion Board 2 (LO 1, 4)
Week 3	The Counselor as A Person and as a Professional	Corey, Chapter 2 View PowerPoint Ch 2	Complete Quiz 2 (LO 6)
Week 4	Values and the Helping Relationship / The science of love and social support	Corey, Chapter 3 View PowerPoint Ch 3 Forni, pp. 28 – 30	Complete Quiz 3 (LO 2) Discussion Board 3 (LO 2, 6)
Week 5	Multicultural perspectives in diversity issues	Corey, Chapter 4 View PowerPoint Ch 4	Complete Quiz 4 (LO 2, 3)
Week 6	Client rights and Counselor responsibilities/ Life and relationships	Corey, Chapter 5 View PowerPoint Ch 5 Forni, pp. 3 – 6	Complete Quiz 5 (LO 2, 5) Discussion Board 4 (LO 3, 4, 8)
Week 7	Confidentiality: ethical and legal issues	Corey, Chapter 6 View PowerPoint Ch 6	Complete Quiz 6 (LO 2, 5)
Week 8	Managing boundaries in multiple relationships/ Think twice before asking for favors	Corey, Chapter 7 View PowerPoint Ch 7 Forni, pp. 131 – 135	Complete Quiz 7 (LO 3, 6) Discussion Board 5 (LO 2, 4, 7)
Week 9	Professional competence and training	Corey, Chapter 8 View PowerPoint Ch 8	Complete Quiz 8 (LO 1, 6)
Week 10	Ethical issues in supervision	Corey, Chapter 9 View PowerPoint Ch 9	Complete Quiz 9 CODE OF ETHICS PROJECT DUE (LO 5)

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Week 11	Issues in Theory and Practice	Corey, Chapter 10 View PowerPoint Ch 9 Forni and Corey supportive texts	Complete Quiz 10 (LO 3, 4) Discussion Board 6 (LO 1, 5)
Week 12	Ethical issues in couples and family therapy/Ethical issues in group work	Corey, Chapters 11 & 12 View PowerPoints Ch 11 & 12	Complete Quizzes 11 and 12 (LO 2, 4)
Week 13	Community and social justice perspectives Final Project Assigned – Ethical Dilemma	Corey, Chapter 13 View PowerPoint Ch 13	Complete Quiz 13 (LO 1)
Week 14	Respecting others' opinions	Forni, pp. 77 – 80 Ethical Dilemma	Discussion Board 7 (LO 2, 3) Final Project Due (LO 1,2, 3, 4, 5, 6, 7, 8)
Week 15	Final Reflection		Discussion Board 8 (LO 1,5)

CODE OF ETHICS PROJECT

The goal of this project is to compare and contrast similarities and differences of professional behavioral expectations **as pertains to two professional associations**. Examples of various codes of ethics may be found in your Corey text on pp. 33-34 or as follows:

Sample List of Professional Associations' Codes of Ethics (Can be used for comparison on your paper or choose your own)

1. *Code of Ethics*, American Counseling Association (ACA, 2005)
2. *Ethical Principles of Psychologists and Code of Conduct*, American Psychological Association (APA, 2002)
3. *Code of Ethics*, National Association of Social Workers (NASW, 1999)
4. *AAMFT Code of Ethics*, American Association for Marriage and Family Therapy (AAMFT, 2001)
5. *Ethical Standards of the National Organization for Human Services*, National Organization for Human Services (NOHS, 2000)
6. *Code of Professional Ethics for Rehabilitation Counselors*, Commission of Rehabilitation Counselor Certification (CRCC, 2001)
7. *CCA Code of Ethics*, Canadian Counseling Association (CCA, 1999)
8. *Code of Ethics*, Canadian Association of Social Workers (CASW, 1994)
9. *Canadian code of Ethics for Psychologists*, Canadian Psychological Association (CPA, 2000)

At least one professional code of ethics must represent your chosen profession.

Identify Codes of Ethics from **two** different professional associations. Do not use State departmental agencies.

Create your project: this may be written (5 pages including title and reference page) or visual/multimedia project, including but not limited to: PowerPoint, brochure, storyboard, .mp4.

Either format should contain the following three (3) titles as APA Level 1 Headings (bolded and centered):

1. **Preamble/Mission** statement of each professional codes of ethics
2. **Ethical Code Comparison**
 - a. Identify and list three (3) ethical codes that the two professional associations have in common. Summarize the similarities;

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- b. Identify and list three (3) ethical codes that the two professional associations do not share. Summarize the differences.

3. Future Integration

- a. Identify and explain three (3) ethical statements for each of the two professional associations that you think will be *most* valuable to the professional with supporting, detailed explanation.
- b. Summarize how you could imagine these codes will guide you in your future career.

APA: All sources of information used must be cited according to the American Psychological Association (APA) 6th edition. If you need assistance with this, please visit the library or Academic Success Center in Room 209.

PHIL 105 PROJECT RUBRIC	Meets Expectations 16-20	Approaching Expectations 9-15	Emerging Expectations/Poor 1-8
APA/Grammar	Meets Expectations - Language is clear and precise reflecting depth of idea expression, ease of flow, and clarity following all APA formatting including use of headings. -Contains 0-3 errors in citations and/or grammar	Approaching Expectations -Language is confusing occasionally with awkward or too informed syntax following APA format - Contains 4-7 errors in citations and/or grammar	Emerging Expectations/Poor - Project lacks many elements of correct formatting such as citations, references, page numbers -Contains 8+ errors in citations and/or grammar
Mission/Preambles two professional organizations (no state agencies please)	Meets Expectations - The mission identifies and relates to two organizations and clearly outlines the information.	Approaching Expectations -The mission is vague and represents one organization only or two organizations but one is a state agency.	Emerging Expectations/Poor - The mission does not focus on a relevant organization and two organizations are not used as exemplars
Research/Compare three similarities in Codes using supportive evidence	Meets Expectations -Clear comparison with three or more codes addressed including supported research evidence.	Approaching Expectations -Vague comparison with two or less comparisons and unclear and unsupported research	Emerging Expectations/Poor -Absent or opinion-based view of common codes
Research/Compare three differences in Codes with supportive evidence	Meets Expectations -Clear comparison with three or more codes addressed including supported research evidence.	Approaching Expectations -Vague comparison with two or less comparisons and unclear and unsupported research	Emerging Expectations/Poor - Absent or opinion-based view of common codes
Research/Compare three codes necessary to incorporate into your professional practice with supportive ideas	Meets Expectations -Student provides a clear explanation of three or more codes to incorporate into professional practice with supporting ideas.	Approaching Expectations - Student provides a vague explanation without clearly supported ideas of two or less codes to incorporate into professional practice	Emerging Expectations/Poor -Student does not provide an explanation of the professional practice nor shows supporting ideas and uses two or less codes of ethics as examples

Discussion Board Rubric

Criteria	Exemplary (A range)	Meets Expectations (B - C range)	Below Expectations (D and below range)
<i>Content</i> (0-60 points)	56-60 points Fully detailed information. Full thoughtful and insightful analysis. In addition to course connections, connections made to materials from outside the course. New ideas or questions are posed.	46-55 points Substantial information. Thoughtful, insightful analysis. Clear connections to course materials are noted.	0-45 points Superficial or no information given. Summary or no analysis provided. Vague or no connections to course materials made.
<i>Timeliness and Quantity</i> (0-30 points)	26-30 points Posting made on time/responses are made throughout the week. Initial post and more than the minimum number of responses posted.	21-25 points Posting and responses are made according to the dates set. Initial posting and the minimum number of responses are posted.	0-20 points Some or all required post/responses missing. Posting and responses are made within a short time frame. No posting or response provided.
<i>Professionalism</i> (0-10 points)	8-10 points 0-2 grammatical/APA errors	3-5 points 3-5 grammatical/APA errors. Reading flows well.	0-3 points 6 or more grammatical/APA errors that interfere with the content

Each week the participant is expected to make an initial post by Thursday at 11:59 pm, followed by at least 2 responses to peers before Sunday at 11:59 pm. This is the minimum requirement. A quality collection of this quantity will earn the participant a grade no higher than the Proficient area.

ETHICAL DILEMMA FINAL PAPER

In the helping professions, we will encounter a variety of ethical dilemmas that face us. In Health and Human Services, we may experience them within the guidelines of the National Organization of Human Services Ethical Codes which include 44 codes in all. Whether you are a human services major, health professions, criminal justice, environmental or other major, your profession carries with it a code of ethics to guide your professional decision-making behaviors.

The following final case scenario you will be considering how would you answer the following inquiries:

- 1) What moral principles would guide your approach to handling this ethical dilemma?
- 2) Briefly summarize how you would integrate the steps in making ethical decisions to guide your approach.
- 3) Complete this assignment by summarizing in one paragraph what values might inform your response.

THE HYPOTHETICAL CASE OF “MARION”

Marion is a 15-year-old honors student. She discovered that she is pregnant and stated she would be better off dead than being a teenage mom. She was born to teenage parents, so she knows they will never allow her to have an abortion. Marion went to see the school counselor to talk about her situation. The school counselor educated Marion about the different options she had in regard to her pregnancy. Marion stated that she wanted to abort her pregnancy and if her parents would not allow her to have an abortion, Marion said she would kill herself. The school counselor persuaded Marion to agree to see a family counselor/human services practitioner with her parents. During the family meeting, Marion’s father insisted an abortion would not happen to which Marion replied she would kill herself. The counselor had reason to believe that Marion would act on her threat of suicide (Corey, 2015).

As you consider your response in the case of Marion, you will respond with a total of three paragraphs.

- In the first paragraph, list what moral principles (Chapter 1) would guide you as you develop your response to this scenario.
- In the second paragraph, briefly summarize how you might integrate the steps in making ethical decisions.
- In the final paragraph, finish with how your values, attitudes and beliefs might inform your response.

ETHICAL DILEMMA FINAL ASSIGNMENT RUBRIC

Criteria	Exemplary (A range)	Meets Expectations (B - C range)	Below Expectations (D and below range)
<i>Content</i> (0-60 points)	56-60 points At least one detailed moral principle from Chapter 1 integrated into response. Steps in making ethical decisions is briefly summarized. Insightful comments of values integration towards ethical dilemma response is made. Clear connections to course materials are noted and expanded on with detailed information	46-55 points One moral principle from Chapter 1. Vague description of steps to make ethical decisions is briefly summarized. Vague description of values stated without clear connection to ethical dilemma response. Clear connections to course materials are noted.	0-45 points Vague or no moral principle is listed. No or vague description of steps to make ethical decisions is present. Little or no description of values stated in relation to ethical dilemma response. Vague or no connections to course materials made.
<i>Timeliness</i> (0-20 points)	16-20 points Assignment submitted on time or early.	11-15 points Assignment submitted after the deadline but within 1 day.	0-10 points Assignment submitted over 1 day late.
<i>Professionalism</i> (0-20 points)	16-20 points 0-2 grammatical/APA errors	11-15 points 3-5 grammatical/APA errors. Reading flows well.	0-10 points 6 or more grammatical/APA errors that interfere with the content

Goodwin College Policies and Services

This course adheres to all policies outlined in the Goodwin College catalog.

General academic policies of Goodwin College may be found on the college web site at <http://www.goodwin.edu/policies/>. Additional information may be found in the college catalog at <http://www.goodwin.edu/academics/catalogs.asp>. Student services information may be found on the Goodwin College website at <http://www.goodwin.edu/student-services/> and <http://www.goodwin.edu/library/>

Students receiving Title IV funds should reference the Financial Aid and Refund Policy in the catalog or the Goodwin College website for any financial consequences related to non-attendance

Online Discussion Board Policy

Faculty members retain the right to remove post deemed to contribute to a negative online environment.

Addendum

Semester Theme:

Additional Focus Areas:

a. Public Speaking

How will this be incorporated into this course: Students will present their Code of Ethics comparison in an online discussion.

b. Professional Writing

How this will be incorporated into this course: Students will write a Code of ethics comparison paper

c. Critical Thinking

How this will be incorporated into this course: Through assigned readings and quizzes, students will learn the concepts of applying, analyzing and evaluating current information related to the human service field.

d. Information Literacy

How this will be incorporated into this course: Students will conduct research on Code of Ethics which will be included in their research papers.

e. Ethics and Civic Responsibility

How this will be incorporated into this course: Students will have blackboard discussions on ethical principles of the human service profession and other professions and the role of an advocate.

f. Human Services Careers, Professional and Lifelong Learning

How this will be incorporated into this course: Students will learn through Blackboard discussions, the various career options in the field of human services and the importance of continuing education to best service populations in need as described in the Human Service Code of Ethics.