



CED 375 Ethical and Professional Issues in Human Services

I.	Prefix & Number	CED 375
II.	Title	Ethical and Professional Issues in Human Services
III.	Credits	3
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	ENG 101, CED 300, CED 315
X.	Course Description (Course Introduction)	Ethical standards are discussed from a historical and practice perspective, and ethical decision-making models are explored. Issues particular to the framework of the American Counseling Association (ACA) are emphasized. National as well as Nevada State Laws that affect professional practice of mental health, school, and community agency are presented and examined. Case studies will be used to identify the critical issues and propose options for responsible professional behavior. Ethical and legal issues will be discussed within the context of cultural variables, including race, disability status, religion, ethnicity, gender, age, and sexual orientation. Students will be asked to examine their own attitudes and values and reflect upon their own attitudes and values and discuss how they impact the counseling process.

XI.	Standards Addressed: CACREP Standards Addressed in this Course (2009)	Standards addressed by the Council for the Accreditation of Counseling and Related Educational Programs II. G. 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE- studies that provide an understanding of all of the following aspects of professional functioning: a. history and philosophy of the counseling profession; b. professional roles, functions, and relationships with other human service providers,
------------	--	--

		<p>including strategies for interagency/interorganization collaboration and communications;</p> <p>c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;</p> <p>d. self-care strategies appropriate to the counselor role;</p> <p>e. counseling supervision models, practices, and processes;</p> <p>f. professional organizations, including membership benefits, activities, services to members, and current issues;</p> <p>g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;</p> <p>h. the role and process of the professional counselor advocating on behalf of the profession;</p> <p> i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and</p> <p>j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p>
--	--	--

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

XIII.	RESULTS	Course Objectives	Related CACREP Standards	Measurement/Evaluation
		Students will demonstrate an ability to apply ethical and legal principles to professional related counseling experiences	CACREP III School Counseling A.2	Group discussions, case studies, quizzes, exams, group presentations guided by the instructor, and article reviews
		Students will demonstrate the ability to apply and adhere to ethical and legal standards in school counseling	CACREP III School Counseling B.1	Same as above
		Students will articulate the role of the school counselor as a systems change agent.	CACREP O.4	Same as above
		Students will demonstrate and understand ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics and other relevant codes of ethics and standards of practice)	CACREP II. C.7	Same as above
		Students will understand the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	CACREP A. 7	Same as above
		Students will demonstrate the ability to recognize the limitations of one's own school counselor role and seeks supervision or refers clients when appropriate	CACREP III. School Counseling D.5	Same as above

		Students will demonstrate appropriate use of referral procedures with helping agents in the community (e.g., mental health centers, business, service groups) to secure assistance for students and their families.	CACREP III. School Counseling N.5	Same as above
--	--	---	--	---------------

XIV. REQUIRED COURSE RESOURCE

Corey, G., Corey, C., Corey, M. S., & Callanan, P. (2015). *Issues and Ethics in the Helping Professions* (9th ed.). Belmont, CA: Brook/Cole, Cengage Learning.

XVI. ASSIGNMENTS

Attendance and Active Participation

The course will require that students participate in class discussions, critique research articles, and examine case studies. The primary emphasis in this course is on taking responsibility to learn as much of the material presented as possible to prepare for a career in the profession of human services.

Attendance at all class meetings and active participation therein is essential to each student’s individual learning and that of peers. Absences, tardiness, and early departures from class will negatively affect the student’s final grade. One absence is allowed. After the second absence, a half letter grade will be deducted unless there are extenuating circumstances.

Students must be on time and return from breaks in a timely manner. **There is no make up for missing assignments.** Coming to class late or in the middle of a presentation is disruptive to the presenter and to the students participating. Students must take care that if lateness is unavoidable to enter the classroom as quiet as possible. **CELL PHONES and LAPTOPS are not permitted in class unless students are using an eBook. The instructor must be informed.** If there is a personal concern, it is best to address this with the instructor outside of class so that the instructor can address these needs with an appropriate plan. Grades will be lowered for these infractions.

Bringing guests or family members to class is prohibited as the class content will not be appropriate.

Weekly Quizzes

To reinforce and celebrate the knowledge you have learned, there will be a weekly quiz covering the material from the textbook and any other material assigned by the instructor for the specific chapter.

Article Reviews

Students will review five (5) journal articles on ethical and legal issues. Articles will be selected by the instructor and, for specific assignments, student may select articles. However, students must use professional counseling, school or clinical mental health journals. Each review should include a summary of main points, critical analysis of main points (pros and cons), and relevance of the issues presented to the student’s future work. Additionally, students must discuss the relevant Code of Ethics’ (ACA, ASCA, or any other relevant code) and specific violations that are under review.

***For written assignments, attention must be given to **spelling, grammar, and punctuation**. Points will be deducted for those errors and documents not written using APA style when applicable. Papers should be completed in Microsoft Word, double spaced, and include a reference page if applicable, when needed to appropriately support the students’ ideas.

Examinations:

Three examinations will be given to celebrate the students' learning of knowledge. They will cover material presented in class and from the text. The multiple choice/essay examinations will ask students to demonstrate comprehensive knowledge and synthesis of concepts related to legal, professional and ethical issues. Concepts will be announced in class one week prior to the examinations.

XVII. PERFORMANCE ASSESSMENTS

All course work must be completed on time. If there are extenuating circumstances affecting performance in class, please negotiate with the instructor in writing PRIOR to assignment deadlines. Otherwise, late course work will not be accepted. **No extra credit work will be available.** In accordance with the department policy, incomplete grades ("I") are given only in circumstances that meet university criteria (i.e., death in family, severe illness).

XVIII. SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up

missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**ACADEMIC DISHONESTY, INTEGRITY & COPYRIGHT POLICY:
XIX. GRADING POLICY**

- 1. 10 points per quiz = 100 (10 - Quizzes)
 - 2. 100 points per exam = 300 (3 - Exams)
 - 3. 10 points = 10 (Journal Assignment)
 - 4. 10 points per article = 50 (5 - Article Reviews)
 - 5. 5 points per case study = 20 (4 - Case Studies)
 - 6. 10 points for Case #5 = 10
 - 6. 10 Therapist Interview = 10
- Total Points = 500

Percentage Score	Grade
90-100	A
85-89	B+
80-84	B

75-79	C+
70-74	C
65-69	D+
60-63	D
59 and below	F

XX. CLASS SCHEDULE

Lesson Date	Lesson Topic	Assigned Readings and Resources	Assignment
1 Aug 26	Introductions, course overview & organization		
2 Sept 2	Introduction to Professional Ethics	Chapter 1: Vocabulary Ethics – Mandatory Aspirational Principle Virtue Law Morality Reasonableness Professionalism Pro bono Autonomy Nonmaleficence Beneficence Justice Veracity Fidelity Feedback	Discussion: How do you determine what is ethical and what is not? List three behaviors you believe are unethical. Self-Assessment: Text pg 24 – 32. Find five (5) that you have the strongest reaction to Code of Ethics Assignment: (class partners) 1) Benefits 2)Your impression 3) Limitations Article review #1 Chapt 1 quiz
3 Sept 9	The Counselor as a Person and as a Professional	Chapter 2: Vocabulary Transference Countertransference Empathy Fatigue Burnout Self-compassion	Discussion: What is your motivation to pursue a career as a helper? How will your personal needs get in the way as a professional? What are your concerns about being a counselor? Name three personal qualities you believe you can offer as a counselor. What type of Client might you have difficulty with? Have you had personal Therapy experience? What areas of your life are out of balance? Case Study #1 Chapt 2 quiz
4 Sept 16	Values and the Helping Relationship	Chapters 3 Vocabulary Rational suicide Aid – in – dying	Complete question on pg.76 – 77 Discussion: Is it possible for a counselor to remain neutral with respect to clients' values? What situations may involve a conflict of values? Journal: Keep a record of

			<p>situations where values guide your actions</p> <p>Quiz 3 (in class) Celebration of Knowledge 1</p>
5 Sept 23	Multicultural Perspectives and Diversity	<p>Chapter 4 Vocabulary Definitions on pg. 107 – 109</p>	<p>Discussion: Share an attitudes, belief, bias about a cultural group different than your own.</p> <p>What is a strong value in your personal culture?</p> <p>What can you learn from someone of another culture that you can apply as a counselor?</p> <p>What are the main ethical issues in counseling lesbian, gay, bisexual, and transgender clients?</p> <p>Case Study #2</p> <p>Article Review #2</p> <p>Chapter 4 quiz</p>
5 Sept 30	Client Rights and Responsibilities	<p>Chapter 5 Vocabulary Informed consent Progress notes Process notes Malpractice Professional negligence Standard of care Risk management</p>	<p>Client Bill of Rights</p> <p>Discussion: What would you discuss in the informed consent document?</p> <p>What are Nevada’s laws about providing services to minors?</p> <p>What can you do to ensure that your practice provides acceptable standards?</p> <p>Case Study #3</p> <p>Chapter 5 quiz</p>
6 Oct 7	Confidentiality: Ethical and Legal Issues	<p>Chapter 6 Vocabulary Confidentiality Privileged communication Privacy HIPPA Duty to warn Duty to protect Landmark Cases Types of elder abuse</p>	<p>Discussion: What steps would you take to carry out the duty to protect if your client was from a client who is violent?</p> <p>What are the laws relative to privileged communication and confidentiality?</p> <p>Is confidentiality absolute?</p> <p>What can the Internet tell you about a person? Look up a classmate?</p> <p>Debates: 1) Rational Suicide 2) Deny services to a client who has diversity issues (i.e.</p>

			<p>homosexuality, transgender, race, strong opposite opinions</p> <p>3) A therapist should share their values at the beginning of the therapy</p> <p>4) Pros and cons of online counseling</p> <p>Quiz 6 (in class)</p> <p>Case Study #4</p> <p>Celebration of Knowledge II</p>
7 Oct 14	Managing Boundaries and Multiple Relationships	<p>Chapter 7</p> <p>Vocabulary</p> <p>Boundary crossing</p> <p>Boundary violation</p> <p>Slippery Slope</p> <p>Phenomenon</p>	<p>Discussion</p> <p>What are the ethical and legal aspects of multiple relationships? What are the benefits? What may be harmful?</p> <p>How do you feel about bartering with clients?</p> <p>What are your concerns about non erotic touching?</p> <p>Article review #3</p> <p>Chapter 7 quiz</p>
8 Oct 21	Professional Competence and Training	<p>Chapter 8</p> <p>Vocabulary</p> <p>Formative assessment</p> <p>Summative assessment</p>	<p>Discussion</p> <p>What criteria should be used to determine if a therapist is competent?</p> <p>Interviewing assignment: Assume you are a part of an interviewing team for applicants for your human services program. Identify six (6) questions to pose to all applicants. What are you hoping to learn about the applicant from these questions?</p> <p>Chapter 8 quiz</p>
9 Oct 28	Ethical Issues in Supervision	<p>Chapter 9</p> <p>Vocabulary</p> <p>Due process</p> <p>Dual relationships</p> <p>Vicarious liability</p> <p>Clinical supervision</p> <p>direct liability</p>	<p>Discussion</p> <p>Respond to questions 5 – 9 on page 368. Questions will be assigned by group.</p> <p>Article review #4</p> <p>Chapter 9 quiz</p>
10 Nov 4	Issues in Theory	<p>Chapter 10</p> <p>Vocabulary</p> <p>Assessment</p> <p>Diagnosis</p> <p>DSM-5</p>	<p>Discussion</p> <p>What are the goals you feel are most important for your client? How do you feel about testing being a prerequisite for counseling? Would you give homework?</p> <p>Interview a Therapist/counselor (questions prepared)</p> <p>Quiz 10 (in class)</p> <p>Celebration of Knowledge III</p>

<p>11 Nov 18</p>	<p>Ethical Issues in Couples and Family Therapy</p>	<p>Chapter 11</p>	<p>Discussion What are the ethical implications insisting that all members of a family participate in family therapy? What are the major ethical problems facing couples and family therapy? Are there problems that you struggle with that might stem from your family of origin? What are some of the perspectives on family, culture, and gender that were part of your upbringing?</p> <p>Case Study #5</p> <p>Chapter 11 quiz</p>
<p>Nov 25</p>	<p>Ethical Issues in Group work</p>	<p>Chapter 12</p>	<p>Discussion What are the potential risks of clients using social media to communicate with one another? How would you deal with an angry father who believes that his son's participation in group counseling is an invasion of family privacy?</p> <p>Article #5</p> <p>Chapter12 quiz</p>
<p>Dec 2</p>	<p>Community and Social Justice Perspectives Wrap-up and Evaluations</p>	<p>Chapter 13 Vocabulary Community counseling Social justice An advocate Indigenous healing Developmental approach Service approach</p>	<p>Discussion Self – assessment What role do you see yourself playing if you work in the community? Advocate? Consultant? Advisor? Change agent? Facilitator of indigenous healing systems?</p> <p>Investigate a Community Mental Health Ctr (partners) - Questions provided</p> <p>Take aways</p> <p>Judge Presentation</p> <p>Chapter 13 quiz</p>