

DELAWARE TECHNICAL & COMMUNITY COLLEGE
COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Terry

DEPARTMENT: Human Services

COURSE: HMS 221 Ethical Problems & Issues

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: HMS 121, ENG 121, RDG 120

CO-REQUISITES: None

COURSE HOURS and CREDITS:3:0:3

COURSE DESCRIPTION:

This course is provided to give the students the tools needed to better clarify their own values, as well as, understand the basic moral problems and issues of the society that surrounds them. The course will be conducted in a seminar mode to encourage student contribution and confidence.

TEXT: Corey, G., Corey, M., Callanan,. Issues & Ethics in the Helping Profession. California: Brooks/Cole Publishing Co.

MATERIALS:

METHOD of INSTRUCTION: Campus Classroom

MANUALS: None

DISCLAIMER: None

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (PGC) 2-2004

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Employ an ethical theory/model that stresses how the individual makes moral choices, and evaluate how they have a direct impact on the moral quality of the society at large. (PGC 2, 4, 5 and CCC 2, 4, 8)
2. Examine and differentiate between concepts such as values, ethics, and morality. (PGC 2,4, 5 and CCC 2, 4, 8)
3. Assess major ethical issues, personal and professional, your own value system, belief and biases, etc. (PGC 2, 4, 5 and CCC 2, 3, 4)
4. Appraise ways in which the helper's values impact on their clients. (PGC 2, 4, 5 and CCC 2, 4, 8)
5. Explain the ethical responsibilities of the helper as they apply to the therapeutic setting. (i.e. confidentiality, informed consent). (PGC 2, 4, 5 and CCC 1, 2, 3, 4)
6. Differentiate between the ethical and legal aspects of the therapeutic relationship and synthesize these aspects in order to make ethical decisions. (PGC 2, 4, 5 and CCC 1, 2, 3, 4, 8)
7. Integrate Professional Competence and Training with guidelines for supervision and training in the Human Services field. (PGC 2, 4, 5 and CCC 1, 2, 3, 4, 8)
8. Illustrate the importance of Cultural Differences between Helpers and Clients and the effects on Helping Relationships and examine your own cultural perspectives. (PGC 2, 4, 5 and CCC 3, 4, 8)
9. Interpret effective modalities to work within a "Human Services System" and maintain and promote appropriate ethical standards and behaviors. (PGC 2, 4, 5 and CCC 1, 2, 3, 4, 5)
10. Design an experiential component, which will give you an appraisal of the relationship between "real life" ethical attitudes and practices, which impact on our Human/Services Community. (PGC 2, 4, 5 and CCC 1, 2, 3, 4, 5, 6, 7, 8)

MEASURABLE PERFORMANCE**OBJECTIVES: (MPO)**

The student will be able to:

1. Employ an ethical theory/model that stresses how the individual makes moral choices, and evaluate how they have a direct impact on the moral quality of the society at large.
 - 1.1 *Discuss in class and/or on-going personal journaling, various ethical theories and how these impact your personal moral code as well as societal moral codes of ethics.*
2. Examine and differentiate between concepts such as values, ethics, and morality.
 - 2.1 *Define and differentiate between the terms: value, ethics, morality.*
 - 2.2 *Identify and/or state the components of each.*
3. Assess major ethical issues, personal and professional, your own value system, belief and biases, etc.
 - 3.1 *Write in an ongoing class journal for each chapter's topics an awareness of your personal values, beliefs, biases etc., how these may effect a helper-client relationship, and how you may address any ethical issues that may arise as a result of your awareness.*
 - 3.2 *Using scenarios from the text and./or supplements assess ethical issues within the scenarios.*
4. Appraise ways in which the helper's values impact on their clients.
 - 4.1 *Identify ways in which the helper's values impact clients.*
 - 4.2 *Using text-based and/or instructor's supplemental material, appraise the impact of values upon helper-client interactions.*
5. Explain the ethical responsibilities of the helper as they apply to the therapeutic setting. (e.g. confidentiality, informed consent).
 - 5.1 *Identify various ethical responsibilities of a helper as they apply to the therapeutic setting.*
6. Differentiate between the ethical and legal aspects of the therapeutic relationship and synthesize these aspects in order to make ethical decisions.
 - 6.1 *Identify and/or discuss the ethical and legal aspects of the therapeutic relationship.*
 - 6.2 *Using text-based and/or instructor's supplemental material, recognize and*

apply ethical decision making steps.

7. Integrate Professional Competence and Training with guidelines for supervision and training in the Human Services field.
 - 7.1 *Discuss and/or analyze case scenarios, which demonstrate integration of professional competence and training with guidelines for supervision and training in the Human Services field.*
8. Illustrate the importance of Cultural Differences between Helpers and Clients and the effects on Helping Relationships and examine your own cultural perspectives.
 - 8.1 *Identify and/or discuss how cultural differences about helping impact the helper-client relationship and interactions.*
 - 8.2 *Complete personal journal entries that reflect your awareness of the impact of cultural differences upon the helping relationship.*
9. Interpret effective modalities to work within a “Human Services System” and maintain and promote appropriate ethical standards and behaviors.
 - 9.1 *Identify effective modalities to work within a “Human Services System” which will maintain and promote appropriate ethical standards and behavior.*
 - 9.2 *Using a professional code of ethics, analyze case scenarios, and distinguish between ethical and unethical responses within the scenarios. Be able to refer to one or more ethical standards and provide rationale for one’s interpretation.*
10. Design an experiential component, which will give you an appraisal of the relationship between “real life” ethical attitudes and practices, which impact on our Human Services Community.
 - 10.1 *Conduct an interview with a professional within a helping field and determine as part of the interview ethical practices that are used by that professional and the agency of employ.*
 - 10.2 *Appraise the ethical attitudes, qualities, values, etc. that were presented during the interviews.*
 - 10.3 *Write a summary of your findings and provide a rationale for your conclusions.*

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% proficiency level. The final course grade will be derived from:

<u>Examinations</u> (MPO 1-9)	50%
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There will be three examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of our return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Projects

1. Personal Journals: (MPO 1-10)	15%
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You will complete biweekly personal journal entries that reflect your awareness and personal application of topics covered in class during each two-week time span. The entries must be a minimum of 3-4 pages.

2. Code of Ethics Analysis: (MPO 5,6,7,9,10)	10%
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Using a professional code of ethics that is relevant to the helping professions, you will analyze case scenarios, and distinguish between ethical and unethical responses within the scenarios. You must refer to one or more ethical standards and provide rationale for your interpretation and analysis of the scenarios.

3. Interview Paper: (MPO 10)	15%
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You will interview a human services professional utilizing effective interviewing techniques and procedures. Based on the information received you will write a summary/reaction paper 3-5 pages in length, double spaced and a font no larger than 12. You must include information about the agency

and the professional that includes factual data about the

agency and also ethical procedures, documents, policies etc. that the agency is using. In addition to a summary of the agency and the worker's role and responsibilities, you will write a reaction section that addresses the following: 1. If you were a client, would you feel comfortable with this person as your worker? Why or why not? 2. What personal characteristics did you observe in the person that you feel would enhance or detract from his/her perceived effectiveness? and 3. Would you like to work in this position? Why or why not?

Participation
(MPO 1-10)

10%

For each chapter covered in the course you will be expected to complete one or more homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions. The homework and activities may include but not be limited to text-based activities, instructor provided handouts, small group work, and/or lab work, and one or more web-based activities. No missed in-class activities may be made up due to the nature of the activity. All homework and activities will be graded and averaged together to comprise 10% of your final course grade.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100 = A
83 - 91 = B
75 - 82 = C
0 - 74 = R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.