|  |  |
| --- | --- |
| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUS 2500 ISSUES AND ETHICS IN HUMAN SERVICES (3 CREDITS)**

This course continues the human services emphasis on professional practice and responsibilities. The legal and ethical framework of the Human Services profession will be discussed. Procedures for accurately using client data, understanding the Health Insurance Portability and Accountability Act (HIPAA), informed consent, confidentiality, the Patient Bill of Rights and integration of the Human Services Code of Ethics from the National Organization for Human Services Standards will be reviewed. It adds to the student’s knowledge and practice of legal and ethical problems and professional codes of ethics in human service fields. In addition, topics explored include sources of burnout and helper self-care; reporting illegal or unethical practices; recognizing and reporting abuse; current political and social issues; effective personal and professional skills.

1. **PREREQUISITES FOR THIS COURSE:**

HUS 2302 with a grade of “C” or higher

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
   1. Introduction to Professional Ethics
   2. The Counselor as a Person and as a Professional
   3. Values and the Helping Relationship
   4. Multicultural Perspectives and Diversity Issues
   5. Client Rights and Counselor Responsibilities
   6. Confidentiality: Ethical and Legal Issues
   7. Managing Boundaries and Multiple Relationships
   8. Professional Competence and Training
   9. Ethical Issues in Supervision
   10. Ethical Issues in Couples and Family Therapy
   11. Ethical Issues in Group Work
   12. Community and Social Justice Perspectives
2. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

Demonstrate competency in issues and ethics in human services (e.g., journaling, development of a portfolio, or project demonstrating competency).

**B.**  **Other Course Objectives/Standards**

1. Display an understanding of the importance of upholding confidentiality and using appropriate means to share information. (CSHSE 14.c. KSH)

2. Develop behaviors that are congruent with the values and ethics of the profession. (CSHSE 17.d. KSH)

3. Substantiate the importance of the least intrusive intervention in the least restrictive environment as it relates to issues and ethics in human services. (CSHSE 18.a. KSM)

4. Recognize the significance of client self-determination as it relates to issues and ethics in human services. (CSHSE 18.b. KSH)

5. Communicate the importance of confidentiality of information. (CSHSE 18.c. KSH)

6. Articulate the worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity as they relate to issues and ethics in human services. (CSHSE 18.d. KSH)

7. Demonstrate setting appropriate professional boundaries as it relates to ethics and issues in human services. (CSHSE 18.g. KSH)

8. Integrate the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education. (CSHSE 18.h. KSH)

9. Clarify personal and professional values in human services. (CSHSE 19.b. KSH)

10. Understand strategies for self-care as it relates to issues and ethics in human services. (CSHSE 19.d. KSH)

11. Demonstrate competency in issues and ethics in human services (e.g., journaling, development of a portfolio, or project demonstrating competency). (CSHSE 19.e KSH)

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

The following Social Distancing Guidelines must be included in ALL syllabi:

Students must follow the social distancing guidelines as elaborated by the faculty to include following any and all directions for seating and moving around the classroom. Properly worn face coverings (shielding nose and mouth) are required in classrooms.  Social distancing, face coverings and good hygiene (specifically hand washing) are critical elements for safety of all. Students enrolled in classes where close contact between persons is likely may have additional Personal Protective Equipment (PPE) requirements on campus and in clinical sites as elaborated by the course instructors. Absolutely no eating or drinking is permitted in the classrooms. The College is committed to making reasonable modifications to its rules, policies, and practices as required by law to afford individuals with disabilities equal opportunity to access its programs, services, and activities.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HUS 2500: ISSUES AND ETHICS IN HUMAN SERVICES**  **TEXTBOOK: ISSUES AND ETHICS IN THE HELPING PROFESSIONS, 10TH EDITION**  **FLORIDA CERTIFICATION BOARD TRAINING EQUIVALENCY CHART** | | | | | | | | | |
|  | **Understanding Addiction/**  **Treatment Knowledge** | **Application to Practice/ Professional Readiness** | **Counseling** | **Clinical Evaluation** | **Treatment Planning** | **Case Management and Referral** | **Client, Family and Community Education** | **Documentation** | **Ethical and Professional Responsibilities** |
| Chapter 1 Introduction to Professional Ethics – 3 hours |  |  |  |  |  |  |  |  | 3 |
| Chapter 2 The Counselor as a Person and as a Professional – 3 hours |  |  | 3 |  |  |  |  |  | - |
| Chapter 3 Values and the Helping Relationship – 3 hours |  |  |  |  |  |  |  |  | 3 |
| Chapter 4 Multicultural Perspectives and Diversity Issues – 3 hours |  |  |  |  | 3 |  |  |  | - |
| Chapter 5 Client Rights and Counselor Responsibilities – 6 hours |  |  |  |  |  |  |  |  | 6 |
| Chapter 6 Confidentiality: Ethical and Legal Issues – 6 hours |  |  |  |  |  |  |  |  | 6 |
| Chapter 7 Managing Boundaries and Multiple Relationships – 6 hours |  |  |  |  |  |  |  |  | 6 |
| Chapter 8 Professional Competence and Training – 3 hours | 3 |  |  |  |  |  |  |  | - |
| Chapter 9 Ethical Issues in Supervision – 3 hours |  |  |  |  |  |  |  |  | 3 |
| OMIT CHAPTER 10 |  |  |  |  |  |  |  |  | - |
| Chapter 11 Ethical Issues in Couples and Family Therapy – 3 hours |  |  |  |  |  |  |  |  | 3 |
| Chapter 12 Ethical Issues in Group Work – 3 hours |  | 3 |  |  |  |  |  |  |  |
| Chapter 13 Community and Social Justice Perspectives – 3 hours |  |  |  |  |  | 3 |  |  | - |
| **TOTAL – 45 HOURS** | **3** | **3** | **3** | **-** | **3** | **3** | **-** | **-** | **30** |