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

# 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.

## PREREQUISITES FOR THIS COURSE:

(HUS 1001 or SOW 2031) with a grade of “C” or better

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline.

Introduction to professional ethics

The counselor as a person and as a professional

Values and the helping relationship

Multicultural perspectives and diversity issues

Client rights and counselor responsibilities

Confidentiality: ethical and legal issues

Managing boundaries and multiple relationships

Professional competence and training

Ethical issues in supervision

Ethical issues in couples and family therapy

Ethical issues in group work

Community and social justice perspectives

## 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 outcomes/objectives assessed in this course which play an integral part in the student’s general education along with the general education competency they support.

General Education Competency: Think

Course Outcomes or Objectives Supporting the General Education Competency:

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

Display an understanding of the importance of upholding confidentiality and using appropriate means to share information.

Develop behaviors that are congruent with the values and ethics of the profession.

Substantiate the importance of the least intrusive intervention in the least restrictive environment as it relates to issues and ethics in human services.

Recognize the significance of client self-determination as it relates to issues and ethics in human services.

Communicate the importance of confidentiality of information.

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.

Demonstrate setting appropriate professional boundaries as it relates to ethics and issues in human services.

Integrate the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education.

Clarify personal and professional values in human services.

Understand strategies for self-care as it relates to issues and ethics in human services.

## 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 <https://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 <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

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

## ATTENDANCE POLICY:

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

## GRADING POLICY:

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

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 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.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

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

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)