HSM420 Legal and Ethical Issues in Human Services

Credit Hours: 3
Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information

Name: [Name]
Phone: [Phone]
CSU-Global Email: [Email]
Virtual Office Hours: [Hours]

Course Description and Outcomes

Course Description
This course explores the legal and ethical issues facing human service practitioners. The roles, functions, and legal/ethical responsibilities of human services workers, including the process of ethical decision making and awareness of the moral and legal complexities in the field of human services, are explored.

Course Overview
HSM420 examines ethical and legal standards as related to critical professional issues in the field of human services. Emphasis is placed on the integration of ethical values with the counselor’s role in practice, training, and supervision. Although professional counselors need to operate under personal and professional codes of ethics, often these guidelines leave many ethical questions unanswered and do not provide authoritative specification of what is proper action under all circumstances. No single universally “right” answer exists for many or even most ethical dilemmas. It is therefore necessary to develop critical capabilities to analyze current professional, ethical, and legal issues that confront the counselor’s role in a variety of settings. Rather than providing correct answers to a range of specific questions, the course teaches students to think through ethical issues in a systematic manner.

Course Learning Outcomes

1. Analyze and explain the ways in which personal ethical perspectives affect ethical decision-making.
2. Apply current research and standards of practice in professional ethics and ethical decision-making.
3. Demonstrate self-awareness of personal life experiences, including their emotional influences on perceptions of legal issues and professional ethics.
4. Apply the code of ethics of the National Association of Social Workers and other applicable professional codes of ethics.
5. Formulate appropriate, ethical decision-making skills applicable to complex professional situations.
6. Establish a comprehensive ethical and moral framework, which serves as a foundation for addressing legal and ethical issues faced by human services professionals.

**Participation & Attendance**

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

**Course Materials**

**Required:**

*NOTE:* All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises will be provided within the course itself. Please read through each course module carefully.

**Course Schedule**

**Due Dates**
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>• Chapters 1 &amp; 2 in <em>Issues &amp; Ethics in the Helping Professions</em></td>
<td>• Discussion (25 points)</td>
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<tr>
<td></td>
<td></td>
<td>• Mastery (10 points)</td>
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<tr>
<td>2</td>
<td>• Chapter 3 &amp; 4 in <em>Issues &amp; Ethics in the Helping Professions</em></td>
<td>• Discussion (25 points)</td>
</tr>
<tr>
<td></td>
<td>• Death with Dignity National Center. (n.d.) Retrieved from</td>
<td>• Mastery (10 points)</td>
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<td></td>
<td><a href="http://www.deathwithdignity.org">http://www.deathwithdignity.org</a></td>
<td>• Critical Thinking (120 points)</td>
</tr>
<tr>
<td>3</td>
<td>• Chapters 5 &amp; 6 in <em>Issues &amp; Ethics in the Helping Professions</em></td>
<td>• Discussion (25 points)</td>
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<tr>
<td></td>
<td>• National Conference of State Legislatures. (2013, January). Mental</td>
<td>• Mastery (10 points)</td>
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<td></td>
<td>health professionals’ duty to warn/protect. Retrieved from</td>
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<td><a href="http://www.ncsl.org/research/health/mental-health-professionals-duty-">http://www.ncsl.org/research/health/mental-health-professionals-duty-</a></td>
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| 4 | Chapters 7 & 8 in Issues & Ethics in the Helping Professions | • Discussion (25 points)  
• Mastery (20 points)  
• Critical Thinking (120 points) |
|---|---|---|
| 5 | Chapters 9 & 10 in Issues & Ethics in the Helping Professions  
• Mastery (10 points) |
| 6 | Chapter 11 in Issues & Ethics in the Helping Professions | • Discussion (25 points)  
• Mastery (10 points)  
• Critical Thinking (110 points) |
| 7 | Chapter 12 in Issues & Ethics in the Helping Professions  
• Mastery (10 points) |
| 8 | Chapter 13 in Issues & Ethics in the Helping Professions  
• Mastery (20 points)  
• Portfolio (350 points) |

**Assignment Details**

This course includes the following assignments/projects:

**Module 2**

**Critical Thinking: Applying a Decision-Making Model (120 Points)**

For this assignment, select one of the cases described in Chapter 4 of the course textbook that is of particular interest to you and review the steps in the ethical decision-making process described in Chapter 1 in this week’s textbook readings. Then submit an essay addressing the following items:

1. Identify and briefly summarize the case you have selected.
2. Identify the ethical issues raised in the case.
3. Explain in detail how you would apply each step of the ethical decision-making process to resolve the case if you were handling the case as a human services professional.
4. Describe and defend your resolution of the case.

Be sure you utilize your text appropriately as a reference—discuss and cite the textbook readings and at least one other credible external reference such as a website or journal article to support your proposed resolution of the case. The CSU-Global Library is a good place to find scholarly sources. Your paper
Portfolio Project Milestone Delivery: Summarize Self-Assessment

Based on your records and notes regarding the Self-Assessment you took during Week 1 and discussion of the self-assessment in the Week 1 Discussion forum, summarize your initial reflections on what the survey reveals about ethical and legal practices in the field of human services. Your summary should be at least 1-page in length.

Though you will not receive immediate points for this deliverable, it is a part of the Portfolio Project requirements and points will be deducted from your final project grade if the deliverable is not completed and submitted as assigned. You will receive valuable instructor feedback that can be applied to your work on is final assignment.

Please see the Portfolio Project grading rubric on the Course Information page for details.

Module 4

Critical Thinking: Dual Relationships (120 Points)

Some say that multiple relationships are inevitable, pervasive, and unavoidable and have the potential to be either beneficial or harmful. Submit a paper analyzing both sides of this issue. Account for each of the following items:

1. Identify and explain the potential benefits of multiple relationships, and evaluate the argument that they cannot be dealt with by simple legislative or ethical mandates.
2. Examine the other side of this issue, evaluating the argument that multiple relationships are unethical. Describe and critique arguments and justifications offered in this regard.
3. Compare and contrast the two arguments, noting any contradictions, tensions, or fallacies that arise from the comparison. Is one position stronger or more efficacious than the other? Defend your position with reasoned argument and examples.

Be sure your answer names and discusses relevant established ethical codes. Discuss and cite the textbook readings and/or at least one additional credible or scholarly source to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. Your paper should be 3- to 4-pages in length with document and citation formatting per CSU-Global Guide to Writing and APA Requirements.

Module 6

Critical Thinking: Initiating a Discussion of Values (110 Points)

Values tend to be personal and not always easy to discuss or share. Assume that you work for a non-profit organization whose mission statement requires that you uphold the values of the client above your own. One of your clients, Tracy, a 21 year-old unemployed, single woman, confides in you that she is six weeks pregnant and is morally conflicted over the decision regarding whether to keep the baby, terminate the pregnancy, or give the child up for adoption. Tracey knows who the father is, but has not told him that she is pregnant.

Submit a critical essay addressing the following questions:

1. How would you initiate a value discussion with Tracy?
2. What rationale would you offer her?
3. How would you clarify to be certain that you understand what Tracy is saying?

Be sure your answer names and discusses relevant established ethical codes. Discuss and cite the textbook readings and/or at least one additional credible or scholarly source to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. Your paper should be 3- to 4-pages in length with document and citation formatting per CSU-Global Guide to Writing and APA Requirements.

Module 8

Portfolio Project: Revisit and Evaluate Self-Assessment (350 Points)

Revisit, or if helpful, retake, the self-assessment at the end of the course textbook Chapter 1, which surveys attitudes about ethical and professional issues, and which you took as a Week 1 Portfolio Milestone assignment at the beginning of the course.

Based on the evolution of your thinking about ethical and legal practices in the field of human services from the beginning through the middle and to the end of the course, revisit the notes you have taken on the self-assessment during each module of the course and then submit an essay that is both reflective and critical and which accounts for each of the following items:

1. Describe what you consider to be the most important shifts, revisions, or additions to your thinking about ethical practice on five specific survey items. Specify on which of these items and in which areas of ethics your thinking has changed most and explain the changes.
2. Explain how the evolution of your thinking on these issues reflects on what constitutes an ethical practitioner in the field, naming, applying, and critically evaluating applicable codes of ethics.
3. Offer a critique of the self-assessment instrument itself. Was the instrument useful in terms of helping gauge your acquisition of knowledge in human services ethics? Why or why not? What improvements to the instrument would you suggest, if any?
4. Of all of the ethical codes you have reviewed in this course, identify two that you feel are the most essential to your thinking and explain why.
5. Of all of the ethical codes you have reviewed in this course, identify two that you feel are the least essential or that constitute a hindrance to your thinking on ethics and professional practices and explain why.

Discuss and cite at least three credible or scholarly sources, at least two of which are not the course textbook, to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. Your paper should be 8-10 pages in length with document and citation formatting per CSU-Global Guide to Writing and APA Requirements.

Portfolio Milestone Assignment Due before Sunday Midnight of Week 2

Based on your records and notes regarding the Self-Assessment you took during Week 1 and discussion of the self-assessment in the Week 1 Discussion forum, summarize your initial reflections on what the survey reveals about ethical and legal practices in the field of human services. Your summary should be at least 1-page in length.

Though you will not receive immediate points for this deliverable, it is a part of the Portfolio Project requirements and points will be deducted from your final project grade if the deliverable is not completed and submitted as assigned. You will receive valuable instructor feedback that can be applied to your work on is final assignment.
See the Portfolio Project grading rubric on the Course Information page for details.

Course Grading

20% Discussion Participation
10% Mastery Exercises
35% Critical Thinking Activities
35% Final Portfolio Paper

Grading Scale and Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95.0 – 100</td>
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<tr>
<td>A-</td>
<td>90.0 – 94.9</td>
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<tr>
<td>B+</td>
<td>86.7 – 89.9</td>
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<tr>
<td>B</td>
<td>83.3 – 86.6</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 83.2</td>
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<tr>
<td>C+</td>
<td>75.0 – 79.9</td>
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<tr>
<td>C</td>
<td>70.0 – 74.9</td>
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<tr>
<td>D</td>
<td>60.0 – 69.9</td>
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<tr>
<td>F</td>
<td>59.9 or below</td>
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In-Classroom Policies
For information on late work and incomplete grade policies, please refer to our In-Classroom Student Policies and Guidelines or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing/re-purposing your own work (see CSU-Global Guide to Writing and APA Requirements for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing and APA Requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.