**KENNESAW STATE UNIVERSITY**

**WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES**

**DEPARTMENT OF SOCIAL WORK AND HUMAN SERVICES**

**HS 4800**

**Ethics in the Helping Professions**

**Summer 2020**

**Instructor:** Dr. Cameron Greensmith

**Class Time:** May 26, 2020 – July 15, 2020

**Location:** D2L

**Semester Credits:** 3 Credit Hours

**Email Address:** cgreensm@kennesaw.edu

**Phone Number:** 1-470-578-6634

**Office:** Prillaman Health Sciences, Romo 3309

**Office Hours:** Online using Collaborate Ultra, Zoom, or Phone Call; meetings are to be made by appointment



# Course Description

This course introduces students to the world of ethics in theory and within the helping professions. Utilizing ethical decision-making models and *NOHS Code of Ethics* to start our conversations, this course will address the multiple and contradictory ways ethics are imagined and enacted by service providers and the larger context of service provision. By understanding the ways ‘professional ethics’ impacts organizations, service providers, and service users/communities, we can better support individuals, families, and groups within the interdisciplinary field of human services.

## Course Objectives

1. Discuss and demonstrate an understanding of the philosophy and values of the field of human services to establish ethical communication and behaviors (**CSHSE Standards:** 19 a, b, c, d, e, g, and h.).
2. Identify, apply and integrate *NOHS Code of Ethics* with personal and professional values and attitudes (**CSHSE Standards:** 17 d; 19 g; 20 a, b, and e.).
3. Analyze ethical issues and develop a critical style of ethical decision-making (**CSHSE Standard**: 19 h.).
4. Assess strategies of self-care (**CSHSE Standard:** 20 d.).
5. Examine how culture and ethnocentrism effects personal and institutional prejudice, discrimination and decision-making and create a plan to address personal biases (**CSHSE Standards:** 19 d, 20 c.).

## Approach to Teaching and Learning

**This is an ONLINE course** and will meet exclusively online. However, this is a synchronous course, meaning that you will still need to be available at specific dates and times. You will participate in the course using Collaborate Ultra, KSU’s web-based conferencing tool. During the online sessions, you will complete activities that will assist you with meeting the learning goals and objectives for each weekly module. You will also gain knowledge that should inform later assignments and activities. The online modules will run on a weekly schedule (each module will begin on Tuesday 06/02 at 12:00pm). Your schedule will outline the topic for each module. Your quizzes, course content, and assignments are visible in the course room.

## The Syllabus

This syllabus acts as a contract between you and me. You should use this document as your first guide/reference for questions related to this course. Please read it carefully, prior to the start of this course.

Additional Course readings and supplemental readings are found on [Desire to Learn Brightspace (D2L)](http://d2l.kennesaw.edu/). To log in you will need your current KSU NetID. The D2L course site will be used to provide you with an opportunity to monitor your grades, engage in enriched discussion, post newspaper articles or blog posts regarding policy changes occurring in real time, and access additional course materials (e.g., supplementary readings, assignment rubrics and examples). I will also be using D2L to communicate with the entire class—either through your email or the announcements tab.

## Communication with the Professor

**Assignment Turn Around:** I strive to return your graded assignments within 14 business days of receipt.

**Collaborate Ultra:** Collaborate Ultra is an interactive collaboration tool that integrates into D2L Brightspace. With Collaborate Ultra, you can have live, two-way interaction with your professor and classmates, share media, and give presentations.

**Desire to Learn Brightspace:** D2L is an essential component of this course. It also serves as a resource where you can communicate with your classmates and the professor about course content and any related questions. It will include postings on all the class assignments, lecture notes, and helpful guides.

**Email Policy (you must follow all guidelines below):**

1. All emails must include in the subject line: 1) the course number; and, 2) a concise statement of purpose (e.g., **<insert course name> Appointment**). Otherwise, your email will likely be deleted. ***I will not respond to emails through D2L. Please use my @kennesaw.edu email.***
2. Please, also, include a salutation (**e.g., Hi <Instructor First Name>, or Dear Dr. Professor’s Last Name>**), so I know the email is meant for me, and a closing signature (**e.g., Thank you, or Regards, <insert name here>**). It is good practice to write your emails respectfully and I will return the same courtesy to you.
3. Please make sure you consult the course syllabus and any other handouts BEFORE submitting inquiries by email.
4. Email communications should not be seen as an alternative to meeting with the professor in person. It is not permissible to use emails as a mechanism to receive private tutorials or to receive information on any material that was covered in classes that you have missed.
5. I will do my best to respond to emails of immediate need within 48 hours. This only applies Monday to Friday during business hours (9am – 5pm). In an effort to cultivate a work-life balance, I will not respond to student emails in the evenings or on weekends. If you do not receive a reply after 48 hours, please resubmit your inquiry.

**Feedback:** I love getting feedback on my teaching and how the class is going. I value your input and I am often willing to make changes to enhance your learning. Please share with me any comments, suggestions, and ideas you may have. If you would like to do so anonymously, you can submit a note (typed or hand written) in my mailbox.

**Grading Inquires:** All inquiries/disagreements regarding grades will be handled during my office hours or at another mutually agreeable time. Under no circumstance will grades be discussed immediately before, during, or after class.

Requests for re-grade should be submitted to the professor within 7 days of the assignment being returned. Students will take 24 hours to review their assignment, the assignment expectations, and feedback given before submitting email inquiries. Students should submit a one-page explanation detailing the reason as to why a re-grade is required and the original assignment. In writing this explanation, students must refer to the feedback they have already been given on the assignment, the assignment examples provided by the professor, and the assignment expectations outlined in the syllabus. Students must note that any re-grade has the potential to increase or decrease the overall mark of the assignment in question.

## Course Materials

**Required:**

Wicks, R. (2017). *Night Call: Embracing Compassion and Hope in a Troubled World*. Oxford University Press.

# Recommended:

# *APA Citation Style*

# American Psychological Association. (2019). *Publication Manual of the American Psychological Association, 7th Edition*. Washington, DC: American Psychological Association.

# *Procrastination*

Fiore, N. A. (2007). *The now habit: A strategic program for overcoming procrastination and enjoying guilt-free play*. Penguin.

***Writing***

Cameron, J. (1999). *The right to write: An invitation and initiation into the writing life*. Penguin.

## Assignments

**Assignment Breakdown Due Date Percentage**

1. Discussion Posts Modules 1 – 8 40%

2. Self-Care Plan 06/22 25%

3. Take Home Exam 07/13 35%

**Total 100%**

**Grading:** A total of 100 percent is possible in the course and will be assigned on the basis of:

A = 90 points

B = 80-89 points

C = 70-79 points

D = 60-79 points

F = Below 60 points

**Rounding:** There will be no rounding of individual assignment grades during the semester; however, the final grade will be rounded, with grades .5 or above rounded up. For example, a 74.5 is 75, and a 74.4 is 74.

**Late Assignments:** The professor expects that all assignments will be submitted by their posted due date. Late assignments will receive a late penalty of 5% per day, including weekends (Saturday, Sunday, and Holidays). Please make arrangements for an alternate due date, if required, by communicating directly with the professor. Decisions regarding the acceptance of late assignments will be made at the discretion of the professor. **Assignments handed in late will not receive any written feedback**

**ASSIGNMENT EXPLANATION**

**In-Class Technology (Cell Phones, Tablets, and Computers):** This course requires active participation in class. At times I may direct you to use your laptop or mobile device for specific educational purposes. Other times I may direct you to turn them off. Cell phones and other communication devices should be set to vibrate or silenced to avoid disrupting others. Electronic devices may be used in this course for educational purposes only (e.g., taking notes, referring to online course materials). Those who choose to use such devices are asked to sit at the side or back of the room. Use of these devices unrelated to the course (e.g., texting, checking personal e-mail, tweeting, going on Facebook, etc.,) should be reserved for outside classroom use. Please be considerate of others and mindful of how you learn best. **No recording of any kind is allowed in this course without previous permission by the instructor.** Failure to respect this policy may result in you being asked to leave the classroom.

**1. Discussion Posts (5% x 8 = 40%):**

**Course Objectives: 1, 2, 3, 4, 5**

Beginning with **Module 1-8,** students will have an opportunity to contextualize and synthesize the weekly themes and readings within an online discussion format. The online discussion will take place from **Monday at 12:00 PM to following Sunday at 11:59 PM—starting 06/01**. Discussions will be closed in order to provide the professor with adequate time to review each posting. Thus, any late submission that occurs outside of this **weekly time frame *will not be considered or graded***. Discussions and responses should be reflective of the course themes, module materials, and readings of that week. As our learning progresses, it is strongly encouraged to make connections across the weeks by attending to perspectives, theories, or ideas that are contradictory and/or complementary to the weekly readings. Discussion post rubric is available on D2L.

***In evaluating your discussion posts, I will be looking for:***

1. Critical and effective engagement with weekly course readings (Use of a minimum of 2 readings, concepts, ideas, etc.,). (3)
2. Proper spelling, grammar, punctuation, and APA (7th edition). (1)
3. Responds to at least two of their colleagues (1).

**2) Self-Care Assignment (25%):**

**Course Objectives: 4**

**CSHSE Standards:** Standards 19—Self-Development.

While we consider the ethical conundrums of human service work, we must consider our own relationships to the work we do, people we work with, and communities we are part of. As a result, it is important to attend to how you will keep yourself at your ultimate best, despite the realities of burn out within the human services. To develop your self-care plan, you will identify what you value and need as part of your day-to-day life (*maintenance self-care*) and the strategies you can employ when or if you face a crisis along the way (*emergency self-care*).

**Self-Care Plan Map:**

1. Outline how you understand self-care by using at least two course readings.
2. Discuss how you will maintain your *maintenance self-care* and outline what actions you will take to meet these goals.
3. Discuss how you will maintain your *emergency self-care* and outline what actions you will take to meet these goals.
4. Provide a brief conclusion.

**Remember:** Self-care is holistic. So think big! There are no page length or formatting requirements. Electronic copies are due on **06/22** at 11:59pm.

1. **Take Home Exam (35%):**

**Course Objectives: 1, 2, 3, 4, 5**

You will have a cumulative exam at the end of term. The exam will consist of 5 terms to define (**2 marks** each), 1 case study (**10 marks**) and 1 essay question (**15 marks**). Students will receive the exam on **07/07.**

I welcome working together and brainstorming on how to best approach the questions; however, it is unadvisable to write the exams together. Take Home Exams are to be submitted on D2L on **07/13 at 11:59pm.**

**Enrollment Status Statement -** Students are solely responsible for managing their enrollment status in a course; nonattendance does not constitute a withdrawal.

## Writing Support

**Formatting and Referencing:** Please ensure assignments have been edited for grammatical, spelling, and readability. Assignments need to follow proper APA formatting: 12-point Times New Roman font, double-spaced text, 1-inch margins, page numbers, and a title page. Referencing in all assignments for this course should follow the APA author-date style (7th edition).

***In-Text Paraphrasing Example:*** [text] (Author’s Last Name, 2015) or Author’s Last Name (2015) stated, [text].

***In-Text Quoting Example:*** “direct quote” (Author’s Last Name, 2015, p. #) or Author’s Last Name (2015) stated, “direct quote” (p. #).

**Writing Support: Kennesaw State University has a** [Writing Centre](http://writingcenter.kennesaw.edu/) **that offers writing support and workshops. We all, even the most skilled of writers, can use support with our writing. Please plan ahead when writing and make use of this valuable (and FREE!) resource:**

## Weekly Content

**05/26 – 06/01**

**Course Introductions and Overview**

DiAngelo, R., & Sensoy, Ö. (2014). [Leaning in: A student’s guide to engaging constructively with social justice content](http://www.radicalpedagogy.org/radicalpedagogy.org/Leaning_In__A_Students_Guide_To_Engaging_Constructively_With_Social_Justice_Content.html). *Radical Pedagogy*, Winter, *11*(1).

Popova, M. [Fixed vs. Growth: The Two Basic Mindsets that Shape Our Lives](https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/?fbclid=IwAR30x8Bymg6tHzy1QAYgwIQJs8fOF7MlhSAMjfr4P60j9R5vDB_n5AI1vFg). *brainpickings*.

Trần, N. L. (2013, December 18). [Calling IN: A Less Disposable Way of Holding Each Other Accountable](http://www.blackgirldangerous.org/2013/12/calling-less-disposable-way-holding-accountable/). *Black Girl Dangerous.*

**Interaction:**

Introduce yourself to your colleagues and instructor

Weekly synchronist meeting 05/26, *9am-10:30am*

**Module 1: 06/02– 06/08**

**Ethical Decision Making Models**

**Course Objectives:**

1. Discuss and demonstrate an understanding of the philosophy and values of the field of human services to establish ethical communication and behaviors (**CSHSE Standards:** 19 a, b, c, d, e, g, and h.).
2. Identify, apply and integrate *NOHS Code of Ethics* with personal and professional values and attitudes (**CSHSE Standards:** 17 d; 19 g; 20 a, b, and e.).
3. Analyze ethical issues and develop a critical style of ethical decision-making (**CSHSE Standard**: 19 h.).

**Module Objectives:**

1. Explain the steps of ethical decision making.
2. Describe how different models of ethical decision-making shape human service work.
3. Discuss how ethical decision-making models can be used in child protective services.

***Required Reading:***

Castro-Atwater, S. A., & Hohnbaum, A. L. H. (2015). [A Conceptual Framework of “Top 5” Ethical Lessons for the Helping Professions](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=slh&AN=101708126&site=eds-live&scope=site&custid=ken1). *Education*, *135*(3), 271-278.

Cuccaro-Alamin, S., Foust, R., Vaithianathan, R., & Putnam-Hornstein, E. (2017). [Risk assessment and decision making in child protective services: Predictive risk modeling in context](https://www.academia.edu/40812647/Risk_assessment_and_decision_making_in_child_protective_services_Predictive_risk_modeling_in_context). *Children and Youth Services Review*, *79*, 291-298.

Forester-Miller, H., & Davis, T. E. (1995). [*A practitioner's guide to ethical decision making*](https://www.counseling.org/docs/ethics/practitioners_guide.pdf). Alexandria, VA: American Counseling Association.

Hardina, D. (2004). [Guidelines for ethical practice in community organization](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=rzh&AN=106556075&site=eds-live&scope=site&custid=ken1). *Social Work*, *49*(4), 595-604.

**Interaction:**

Discussion post with colleagues and instructor

Weekly synchronist meeting 06/01, *9am-10:30am*

**Module 2: 06/02– 06/08**

**Values, Morals, and (Professional) Ethics**

**Course Objectives:**

1. Discuss and demonstrate an understanding of the philosophy and values of the field of human services to establish ethical communication and behaviors (**CSHSE Standards:** 19 a, b, c, d, e, g, and h.).
2. Identify, apply and integrate *NOHS Code of Ethics* with personal and professional values and attitudes (**CSHSE Standards:** 17 d; 19 g; 20 a, b, and e.).
3. Analyze ethical issues and develop a critical style of ethical decision-making (**CSHSE Standard**: 19 h.).
4. Assess strategies of self-care (**CSHSE Standard:** 20 d.).
5. Examine how culture and ethnocentrism effects personal and institutional prejudice, discrimination and decision-making and create a plan to address personal biases (**CSHSE Standards:** 19 d, 20 c.).

**Module Objectives:**

1. Explain the differences between morals, values, and ethics.
2. Describe how the NOHS Code of Ethics shapes the work done by human service professionals.
3. Discuss neoliberalism and its effects on human service professionals.
4. Describe the differences between religion and spirituality.

***Required Reading:***

Applebaum, B. (2003). [Social justice, democratic education and the silencing of words that wound](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=slh&AN=10088784&site=eds-live&scope=site&custid=ken1). *Journal of moral education*, *32*(2), 151-162.

Burns, J. P., Goodman, D. M., & Orman, A. J. (2013). [Psychotherapy as moral encounter: A crisis of modern conscience](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=aqh&AN=84639068&site=eds-live&scope=site&custid=ken1). *Pastoral Psychology*, *62*(1), 1-12.

National Organization for Human Services. (2015). *Ethical standards for human service professionals*.

Weinberg, M. (2018). [The Politics of Ethics in Human Services: Dueling Discourses](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=lgs&AN=130443641&site=eds-live&scope=site&custid=ken1). *Ethics & Behavior*, *28*(6), 497-509.

**Interaction:**

Discussion post with colleagues and instructor

Weekly synchronist meeting 06/01, *9am-10:30am*

**Module 3: 06/09– 06/15**

**Becoming a Reflexive [Ethical] Practitioner**

**Course Objectives:**

1. Discuss and demonstrate an understanding of the philosophy and values of the field of human services to establish ethical communication and behaviors (**CSHSE Standards:** 19 a, b, c, d, e, g, and h.).
2. Identify, apply and integrate *NOHS Code of Ethics* with personal and professional values and attitudes (**CSHSE Standards:** 17 d; 19 g; 20 a, b, and e.).
3. Analyze ethical issues and develop a critical style of ethical decision-making (**CSHSE Standard**: 19 h.).
4. Assess strategies of self-care (**CSHSE Standard:** 20 d.).
5. Examine how culture and ethnocentrism effects personal and institutional prejudice, discrimination and decision-making and create a plan to address personal biases (**CSHSE Standards:** 19 d, 20 c.).

**Module Objectives:**

1. Explain the ways self-reflection can aid in ethical decision-making.
2. Describe how personal and political decisions impact human service professionals.
3. Discuss the ways non-verbal communication can aid in developing ethical relationships.

***Required Reading:***

Heron, B. (2005). [Self‐reflection in critical social work practice: subjectivity and the possibilities of resistance](https://www.tandfonline.com/doi/full/10.1080/14623940500220095). *Reflective practice*, *6*(3), 341-351.

Ouellette, L., & Arcy, J. (2015). [‘Live Through This’: Feminist Care of the Self 2.0](https://www.academia.edu/22831039/Live_Through_This_Feminist_Care_of_the_Self_2.0). *Frame*, *28*(1), 95-114.

Rebick, J. (2009). Introduction. In *Transforming Power: From the Personal to the Political.* (pp. 84 - 97). Toronto: Penguin. [attached as “Introduction.pdf” ]

Wicks, R. (2017). “Come Sit by Me.” In *Night Call: Embracing Compassion and Hope in a Troubled World*. (pp. 3 – 22). Oxford University Press.

**Interaction:**

Discussion post with colleagues and instructor

Weekly synchronist meeting 06/08, *9am-10:30am*

**Module 4: 06/16– 06/22**

**Mindfulness, Self-Care, and Burn Out**

**Course Objectives:**

1. Discuss and demonstrate an understanding of the philosophy and values of the field of human services to establish ethical communication and behaviors (**CSHSE Standards:** 19 a, b, c, d, e, g, and h.).
2. Identify, apply and integrate *NOHS Code of Ethics* with personal and professional values and attitudes (**CSHSE Standards:** 17 d; 19 g; 20 a, b, and e.).
3. Analyze ethical issues and develop a critical style of ethical decision-making (**CSHSE Standard**: 19 h.).
4. Assess strategies of self-care (**CSHSE Standard:** 20 d.).
5. Examine how culture and ethnocentrism effects personal and institutional prejudice, discrimination and decision-making and create a plan to address personal biases (**CSHSE Standards:** 19 d, 20 c.).

**Module Objectives:**

1. Explain the ways individuals and organizations can practice selfcare to avoid burnout.
2. Describe the ways mindfulness, wellness, and self-compassion can positively impact human service professionals.
3. Discuss the ways selfcare can aid in developing ethical relationships with the self and others.

***Required Reading:***

Kim, H., & Stoner, M. (2008). [Burnout and turnover intention among social workers: Effects of role stress, job autonomy and social support](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=psyh&AN=2008-18693-002&site=eds-live&scope=site&custid=ken1). *Administration in Social Work, 32*(3), 5–25.

McGarrigle, T., & Walsh, C. A. (2011). Mindfulness, self-care, and wellness in social work: Effects of contemplative training. *Journal of Religion & Spirituality in Social Work: Social Thought*, *30*(3), 212-233. [attached as “Mindfulness.pdf”]

Nelson, J. R., Hall, B. S., Anderson, J. L., Birtles, C., & Hemming, L. (2018). [Self–compassion as self-care: A simple and effective tool for counselor educators and counseling students](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=sih&AN=129156328&site=eds-live&scope=site&custid=ken1). *Journal of Creativity in Mental Health*, *13*(1), 121-133.

Strom-Gottfried, K., & Mowbray, N. D. (2006). [Who heals the helper? Facilitating the social worker's grief](https://journals.sagepub.com/doi/pdf/10.1606/1044-3894.3479). *Families in Society, 87*(1), 9–15.

Wicks, R. (2017). Simplicity of Serious Self-Care. In *Night Call: Embracing Compassion and Hope in a Troubled World*. (pp. 86 – 96). Oxford University Press.

**Interaction:**

Discussion post with colleagues and instructor

Weekly synchronist meeting 06/15, *9am-10:30am*

**Module 5: 06/23– 06/29**

**Applying Social Justice in the Helping Profession**

**Course Objectives:**

1. Discuss and demonstrate an understanding of the philosophy and values of the field of human services to establish ethical communication and behaviors (**CSHSE Standards:** 19 a, b, c, d, e, g, and h.).
2. Identify, apply and integrate *NOHS Code of Ethics* with personal and professional values and attitudes (**CSHSE Standards:** 17 d; 19 g; 20 a, b, and e.).
3. Analyze ethical issues and develop a critical style of ethical decision-making (**CSHSE Standard**: 19 h.).
4. Assess strategies of self-care (**CSHSE Standard:** 20 d.).
5. Examine how culture and ethnocentrism effects personal and institutional prejudice, discrimination and decision-making and create a plan to address personal biases (**CSHSE Standards:** 19 d, 20 c.).

**Module Objectives:**

1. Explain the ways human service professionals can deploy social justice in their ethical decision-making.
2. Describe the relationship social justice has to the *NOHS Code of Ethics* and the human services profession.
3. Discuss the ways understanding oppression can aid in understanding complexities in ethical decision-making.

***Required Reading:***

Choules, K. (2007). [The shifting sands of social justice discourse: From situating the problem with “them,” to situating it with “us.”](https://www.tandfonline.com/action/saml2post) *The Review of Education, Pedagogy, and Cultural Studies, 29,* 461–481.

Hytten, K. (2015). [Ethics in teaching for democracy and social justice](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=eric&AN=EJ1083888&site=eds-live&scope=site&custid=ken1). *Democracy and Education*, *23*(2), 1.

Srivastava, S., & Francis, M. (2006). [The problem of “authentic experience”: Story-telling in anti-racist and anti-homophobic education](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=sih&AN=21507743&site=eds-live&scope=site&custid=ken1). *Critical Sociology*, *32*(1–2), 275–307.

Wicks, R. (2017). From a Healthy Distance. In *Night Call: Embracing Compassion and Hope in a Troubled World*. (pp. 41 – 59). Oxford University Press.

**Interaction:**

Discussion post with colleagues and instructor

Weekly synchronist meeting 06/22, *9am-10:30am*

**Module 6: 06/23– 06/29**

**Considering Otherwise: Diversity, Culture, and Anti-Racism**

**Course Objectives:**

1. Discuss and demonstrate an understanding of the philosophy and values of the field of human services to establish ethical communication and behaviors (**CSHSE Standards:** 19 a, b, c, d, e, g, and h.).
2. Identify, apply and integrate *NOHS Code of Ethics* with personal and professional values and attitudes (**CSHSE Standards:** 17 d; 19 g; 20 a, b, and e.).
3. Analyze ethical issues and develop a critical style of ethical decision-making (**CSHSE Standard**: 19 h.).
4. Examine how culture and ethnocentrism effects personal and institutional prejudice, discrimination and decision-making and create a plan to address personal biases (**CSHSE Standards:** 19 d, 20 c.).

**Module Objectives:**

1. Explain the ways human service professionals can recognize racial discrimination in their ethical decision-making.
2. Describe the how individual bias, discrimination, and oppression can impact how NOHS Code of Ethics are interpreted.
3. Discuss how ethical decision-making models can be used in diverse settings.

***Required Reading:***

Jones, A. (1999). [The Limits of Cross Cultural Dialogue: Pedagogy, Desire, and Absolution in the Classroom](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edselc&AN=edselc.2-52.0-0038278105&site=eds-live&scope=site&custid=ken1). *Educational Theory, 49*(3), 299–316.

Walter, A. W., Ruiz, Y., Tourse, R. W. C., Kress, H., Morningstar, B., MacArthur, B., & Daniels, A. (2017). [Leadership matters: How hidden biases perpetuate institutional racism in organizations](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=sih&AN=123763205&site=eds-live&scope=site&custid=ken1). *Human Service Organizations: Management, Leadership & Governance*, *41*(3), 213-221.

Wicks, R. (2017). Removing the Psychological Cataracts. In *Night Call: Embracing Compassion and Hope in a Troubled World*. (pp. 60 – 72). Oxford University Press.

**Interaction:**

Discussion post with colleagues and instructor

Weekly synchronist meeting 06/22, *9am-10:30am*

**Module 7: 06/30– 07/06**

 **(Assisted) Suicide: Negotiating the Terrain of ‘Values’**

**Course Objectives:**

1. Discuss and demonstrate an understanding of the philosophy and values of the field of human services to establish ethical communication and behaviors (**CSHSE Standards:** 19 a, b, c, d, e, g, and h.).
2. Identify, apply and integrate *NOHS Code of Ethics* with personal and professional values and attitudes (**CSHSE Standards:** 17 d; 19 g; 20 a, b, and e.).
3. Analyze ethical issues and develop a critical style of ethical decision-making (**CSHSE Standard**: 19 h.).
4. Examine how culture and ethnocentrism effects personal and institutional prejudice, discrimination and decision-making and create a plan to address personal biases (**CSHSE Standards:** 19 d, 20 c.).

**Module Objectives:**

1. Explain the ways human service professionals can support client self- determination.
2. Describe the ways ethical decision making models and the *NOHS Code of Ethics* can be used to support clients in their decisions to die.
3. Discuss how ethical decision-making models can be used in death, dying, and suicide settings.

***Required Reading:***

Fee, S. (2015, March 6). [What’s the state of assisted suicide laws across the U.S.?](http://www.pbs.org/newshour/updates/brittany-maynard-case-revives-right-die-movement-us/)

Frye, J., & Youngner, S. J. (2016). [A Call for a Patient-Centered Response to Legalized Assisted Dying: A Patient-Centered Response to Legalized Assisted Dying](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=mnh&AN=27669333&site=eds-live&scope=site&custid=ken1). *Annals of Internal Medicine*, *165*(10), 733-734.

Froese, J. S., & Greensmith, C. (2019). [Que (e) rying Youth Suicide: Sexism, Racism, and Violence in Skim and 13 Reasons Why](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edsdoj&AN=edsdoj.0b5525d8fec45a7a3e5ddf7069d0829&site=eds-live&scope=site&custid=ken1). *Cultural Studies Review*, *25*(2).

Huxtable, R., & Möller, M. (2007). [Setting a principled boundary’? Euthanasia as a response to ‘life fatigue](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=rzh&AN=105833634&site=eds-live&scope=site&custid=ken1). *Bioethics*, *21*(3), 117-126.

Wiktorsson, S., Runeson, B., Skoog, I., Östling, S., & Waern, M. (2010). [Attempted suicide in the elderly: characteristics of suicide attempters 70 years and older and a general population comparison group](https://search.proquest.com/docview/195990399?accountid=11824). *The American Journal of Geriatric Psychiatry*, *18*(1), 57-67.

**Interaction:**

Discussion post with colleagues and instructor

Weekly synchronist meeting 06/22, *9am-10:30am*

**Module 8: 06/30– 07/06**

**Considering the Rights and Dignity of Service Users**

**Course Objectives:**

1. Discuss and demonstrate an understanding of the philosophy and values of the field of human services to establish ethical communication and behaviors (**CSHSE Standards:** 19 a, b, c, d, e, g, and h.).
2. Identify, apply and integrate *NOHS Code of Ethics* with personal and professional values and attitudes (**CSHSE Standards:** 17 d; 19 g; 20 a, b, and e.).
3. Analyze ethical issues and develop a critical style of ethical decision-making (**CSHSE Standard**: 19 h.).
4. Examine how culture and ethnocentrism effects personal and institutional prejudice, discrimination and decision-making and create a plan to address personal biases (**CSHSE Standards:** 19 d, 20 c.).

**Module Objectives:**

1. Explain the ways human service professionals can support the wellbeing of clients, families, and communities.
2. Discuss how ethical decision-making models can be used in diverse settings.
3. Discuss the ways seeking permission and confidentiality can aid in developing ethical relationships.

***Required Reading:***

Aggett, P., Swainson, M., & Tapsell, D. (2015). [‘Seeking permission’: an interviewing stance for finding connection with hard to reach families](http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=pbh&AN=101384488&site=eds-live&scope=site&custid=ken1). *Journal Of Family Therapy*, *37*(2), 190-209.

Greensmith, C. (2015). [Bathhouse encounters: Settler colonialism, volunteerism and Indigenous misrecognition](http://web.b.ebscohost.com.proxy.kennesaw.edu/ehost/detail/detail?vid=0&sid=dd472df8-d6bd-4dae-baaa-b7a20d1c7263%40pdc-v-sessmgr06&bdata=JkF1dGhUeXBlPWlwLHNoaWImc2l0ZT1laG9zdC1saXZlJnNjb3BlPXNpdGU%3d#AN=1433316&db=nlebk). In C. Janzen, D. Jeffery & K. Smith (Eds.), *Unraveling Encounters: Ethics, Knowledge, and Resistance under Neoliberalism*. (p. 95–125). Wilfrid Laurier Press.

McCurdy, K. G., & Murray, K. C. (2003). [Confidentiality issues when minor children disclose family secrets in family counseling](https://journals.sagepub.com/doi/pdf/10.1177/1066480703255468). *The Family Journal*, *11*(4), 393-398.

Wicks, R. (2017). Releasing: A Leap into Darkness. In *Night Call: Embracing Compassion and Hope in a Troubled World*. (pp. 121 – 146). Oxford University Press.

**Interaction:**

Discussion post with colleagues and instructor

Weekly synchronist meeting 06/22, *9am-10:30am*

## Important Information

**Academic Integrity:** Every Kennesaw State University student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the [Code of Conduct’s](https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.) minimum one semester suspension requirement. See also

***Forms of Academic Dishonesty:***

1. ***Plagiarism and Cheating****:* No student shall receive, attempt to receive, knowingly give or attempt to giveunauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, Laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.
2. ***Unauthorized Access to Official University Materials:*** No student shall take or attempt to take, steal or in any unauthorized manner otherwise procure, gain access to, alter or destroy any material pertaining to the conduct of a class (including tests, examinations, grade change forms, grade rolls, roll books, Laboratory equipment, University grade records in written or computerized form, etc.), Library or other academic resource material.
3. ***Misrepresentation, Fabrication, Falsification of University Records or Academic Work:*** No student shall knowingly provide false information in completing University forms or applications (including admissions forms, scholarship applications, time sheets, use of false or counterfeit transcripts, etc.) or in any work submitted for credit as part of a course.
4. ***Multiple Submissions:*** Submissions of substantial portions of either written or oral academic work that has previously earned credit, when such submission is made without instructor authorization.
5. ***Complicity in Academic Dishonesty:*** Intentionally or knowingly contributing to the academic dishonesty of another.

These examples of academic dishonesty shall not be construed to be comprehensive, and infractions will be dealt with on an individual basis according to university policies and procedures. It is the obligation of each student to assist in the enforcement of academic standards.

*See the* [*KSU Student Code of Conduct*](http://scai.kennesaw.edu/)*.*

When students plagiarize, they do not possess the knowledge or understanding that they claim to have (and for which they plan to receive credit). Using outside sources to develop ideas about a topic shows that the writer understands what experts in the field have written. You must, however, give credit to the sources of your inspiration. If you use any texts or websites that have inspired your answers, please cite them directly, preferable with parenthetical documentation and an attached References Page.

***Enforcement:*** This policy is strictly enforced. Please note, the instructor reserves the right to randomly select any paper and/or assignment that are turned in for a grade for plagiarism review. Plagiarism review consists of running your paper/assignment through various search engines and databases at my disposal in order to check for “borrowed” or “bought” information. If you are found in violation of academic dishonesty, then you will be subject to the enforcement policies and procedures, as outlined by Kennesaw State University and the Department of Social Work and Human Services, pertaining to academic dishonesty. **Any student found guilty of cheating or plagiarizing, in any form or to any degree, may FAIL this course.**

All infractions will be handled according to University Policy as outlined in the KSU Student Code of Conduct and per the authority of the Office of Student Conduct and Academic Integrity. Students may be subject to additional academic disciplinary action by the Department of Social Work and Human Services & the WellStar College of Health and Human Services. All records pertaining to actionable grievances will be retained in the student’s academic file and on record. **NOTE: Any student(s) found to have copied another student’s work will be treated as plagiarists, and any student(s) involved will face the possibility of expulsion from this class.**

[**Access and Accessibility**](http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263&hl=FERPA&returnto=search#ADA)**:**

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual accommodations. Eligible students deliver certification letters to faculty at the beginning of each semester identifying the accommodations approved for that student. Faculty members are also instructed that they must provide students with special needs appropriate accommodations in a timely manner. The Assistant Director for disAbled Student Support Services will work with faculty members to ensure that students receive appropriate accommodations. A student should notify Disabled Student Support Services in writing within two (2) days of any disagreement between the student and the faculty member if agreed upon academic adjustments are not provided in order to seek a resolution. A student who alleges discrimination on the basis of disability may file a grievance through the University's established grievance procedures. The following have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should a student require assistance or have further questions about the ADA, please contact either the [ADA Compliance Officer](http://kennesaw.edu/stu_dev/dsss.) for Students at 770-423-6443; the ADA Compliance Officer for Facilities at 470-578-6224; or the Director of Human Resources,.

[**Disruption of Campus Life**](http://scai.kennesaw.edu/codes.php)**:**

It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the university disciplinary process.

[**Health Clinic**](http://studenthealth.kennesaw.edu/)**:** If you have a medical condition that may affect your performance and/or grades in this class and for which you wish to discuss accommodations of class related activities, such as testing, or schedules, then you will need proper verification (see aforementioned information) the KSU Health Clinic:

[**Human Service Ethics**](http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals.)**:** All Human Services Faculty and Human Services major students are expected to adhere to the NOHS Code of Ethics.

Students should also adhere to the [University’s Code of Conduct](http://scai.kennesaw.edu/codes.php).

**Incomplete Policy**: The grade of “I” denotes an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. A grade of “I” must be removed (by completing the course requirements) within one calendar year from the end of the semester in which the “I” was originally assigned. In addition, should you enroll in classes at KSU during the calendar year, the grade of “I” must be removed by the end of the first semester of enrollment during that calendar year. Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student’s total performance. If the course requirements are not completed within the specified time limits, then the “I” will be changed to an “F” (for a course which awards letter grades of “A”, “B”, “C”, “D”, or “F” and the cumulative and adjusted grade point average will be recalculated accordingly or the “I” will be changed to a “U” (for a pass/fail course which awards a grade of “S” or “U”. An “I” cannot be removed by reenrolling in the course.

***Note:*** Receiving incompletes for a course is only considered in extreme cases. In order to be considered for an incomplete: (1) the student must contact the professor and submit a letter to the professor before the final week of classes with documentation that supports the need for an incomplete, what is missing in coursework and the plan to complete the coursework; (2) the student must contact the professor and schedule an appointment to discuss the request; and (3) the professor will take into consideration the request and make a final decision during the week of finals.

Please refer to the KSU catalog for additional instructions to address incompletes and the parameters of having the incomplete changed to a grade by the end of the following semester**.**

[**Sexual Misconduct**](https://scai.kennesaw.edu/procedures/sexual-misconduct.php)

Kennesaw State University is committed to providing programs, activities, and educational environment free from all forms of sex discrimination. KSU issues this statement of policy to inform the community of the University's comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic violence, dating violence, and stalking, whether the incident occurs on or off campus. This policy generally covers faculty, students, and staff of the University, as well as third-parties. Third parties include but are not limited to guests, vendors, contractors, retirees, and alumni.

**Technological Issues and Written Work:** Students are responsible for ensuring their work is backed up properly. Materials handed in late or incomplete due to computer malfunctions will be penalized in accordance with the standards set out in this syllabus with absolutely no exceptions.

**Weather Policy:** Please check the home page of the Kennesaw State University for announcements about weather related advisories that affect the campus and check D2L for class content and assignments. If weather necessitates cancelling a class, an email will be sent to all students at least one hour prior to the beginning of the class, whenever possible. A decision will be made, by me, regarding the need to stay or dismiss the class based on the type of weather when inclement weather occurs during class. If necessary, class may be dismissed early to allow students to get home safely. Regarding ice or snow, I will take into account the county in which you reside to determine attendance in class. In general, if the school system in your county of residence is closed, I would not expect students to try to come to class.

[**ESL Study and Tutorial Center**](http://uc.kennesaw.edu/academicinitiatives/docs/Guide_to_the_ESL_Center.pdf)**:**

**Food/Drink:**

No food will be allowed in the classroom as per building usage requirements. There are designated spaces in the building where eating is allowed.  You may drink water or other drinks in the classroom provided they are in an enclosed container/bottle.  No open containers, cans or cup will be permitted.  Students in violation of this requirement will be asked to leave the classroom and will receive an absence for that class period.

**Other Policies**

[**Copyright Law**](http://www.usg.edu/copyright/)

Kennesaw State University adheres to USG’s policy to respect the right of copyright holders and complies with copyright laws as set forth in the United States Copyright Act.

**Web Accessibility:**

Kennesaw State University follows the guidelines of the Universal Design for Learning standard of web accessibility. Faculty use Word, PDF, and HTML formats when communicating electronic information to students whenever possible and appropriate in light of the goals of the course. Faculty are trained to use Web Accessibility Evaluation tools, e.g., [WAVE](http://www.wave.webaim.org/), and make adjustments as possible and appropriate in light of the goals of the course. For free resources available to students on web accessibility, please visit the Web Accessibility Resources page at the [Distance Learning Center](http://www.kennesaw.edu/dlc/facultyresources/index.php).

**Electronic Recording and Social Media:**

Electronic recording performed without the consent of the people being recorded chills the free exchange of ideas. Academic freedom, free inquiry, and freedom of expression should not be limited by the fear that one’s brainstorming, polemic discourse, speculative inquiry, or any other kind of expressed curiosity made within the space of a university classroom will be made public without one’s consent. This fear is unacceptable regardless of whether one is in an online, hybrid, or face-to-face classroom setting. Accordingly, no person shall make public any electronically recorded class discussion without the written permission of the instructor. This policy is not intended to discourage electronic recording in the classroom or the use of social media when such actions are performed with the written consent of the instructor, and others as appropriate. Note: Faculty accommodate all reasonable requests to electronically record a class discussion; these requests must be documented by the [DisAbled Student Support Services](http://www.kennesaw.edu/stu_dev/dsss/prospect.shtml).