HMS 200: Ethics in Human Service (3 Credits)
Course Syllabus: HMS 200 Ethics in Human Services (Rev. 8/13/13)

“Real life” applications of personal and professional beliefs, ethics, values, morals, codes of conduct in human relationships using ethical decision-making, problem-solving, and critical thinking activities for interacting with potential clients, customers, patients, students, subordinates, co-workers and supervisors.

This course may be used toward meeting the general education social sciences requirement as well as the human services and/or substance abuse counselor training certificate core requirements. Check with specific licensing boards for the use of this course for certification or continuing education credit.

Instructor:
Mary Doucette, M.S., R.R.A.,
R.T.(R)(M)(QM)(CT)(MR), CBRPA

Contact Information:
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Elko, NV 89801
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mary.doucette@gbcnv.edu (email is the best and quickest way to communicate with me)
Administrative support: Dianna Byers, (775) 753-2301

Office Hours:
Tuesday Afternoons: 1:00-3:30pm
Thursday Mornings: 9-11:30am
(If these times don’t work for you, please email me to make an appointment.)

Prerequisites: None

Required Text and Other Materials:
✓ Regular, reliable internet access, ability to view videos and the use of a current word processing computer program. You can find the needed computer and skill requirement on the Home Page of the course.

Catalog Description

This course is comprised of class discussions, cooperative learning activities, individual assignments, and class presentations. Students complete assignments which reflect ethical concerns common to human services situations. Professional codes of ethics and the concepts of values, boundaries, morals, and confidentiality within human services professions such as in health care, education, social work, mental health, law enforcement, and criminal justice will be explored. Students are expected to become familiar with the ethical decision-making process, and to apply these concepts in the class discussions. Audio and video materials and guest speakers may be used for enriching the curriculum.

Course Goals/Objectives
The course is based on the following objectives:

I. To assist students with developing a functional awareness of individual ethical principles.

II. To provide students with opportunities to enhance problem-solving skills which reflect the application of ethics.

III. To offer opportunities for students who are preparing for employment in the helping professions (as well as for practicing human services professionals) to examine and to practice the application of professional codes of ethics in hypothetical workplace situations.

Methods of Instruction:

Learning methods include the following:
- Reading assignments
- Pre- and post-testing and final examination
- Class activities and discussions
- Written assignments and journal-writing
- Course evaluations

Explanation of Grading Policy:

NEW POLICY FOR THIS YEAR!!!
The final date you can withdraw from this course or any regular semester course and receive a W(withdraw) is October 28, 2013. After this date, you will receive an F is you withdraw. This is not up to the instructor, it is a college wide policy.

The following grade point scale will be used:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>930 and above</td>
<td>D+</td>
<td>670 to 699</td>
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<tr>
<td>A-</td>
<td>900 to 929</td>
<td>D</td>
<td>630 to 660</td>
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<td>B+</td>
<td>870 to 899</td>
<td>D-</td>
<td>600 to 629</td>
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<td>B</td>
<td>830 to 869</td>
<td>F</td>
<td>599 and below</td>
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<td>B-</td>
<td>800 to 829</td>
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<td>C+</td>
<td>770 to 799</td>
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<td>C</td>
<td>730 to 769</td>
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<tr>
<td>C-</td>
<td>700 to 729</td>
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Late Work Policy:
1. **ALL ASSIGNMENTS ARE DUE THE FOLLOWING WEEK ON SUNDAY BY 11:59 p.m.**

2. It is the student's responsibility to initiate the process of making up missed coursework/assignments, and/or obtaining missed instructional content.

3. Students are expected to participate and to complete all assignments on time.

4. No work will be accepted for a grade after the final exam due date.

5. To be fair to students who turn work in on time, unexcused late work will receive an immediate 5 points deduction, and additional deductions will be made in increasing amounts thereafter. Contact the instructor PRIOR to a due date to request an excused late submission. Most technical problems and/or difficulty with obtaining the textbook will not be considered for excused late work; allow yourself ample time to complete assignments in order to meet deadlines.

**Note:** A student who logs into the course, and then fails to participate, ceases to participate, and/or does not officially withdraw from the class, will receive a grade at the end of the course that reflects the total of actual points earned, even if that number is a zero or an F. Final withdraw date is March 24, 2014 to receive a W.

It is recommended that all assignments be completed, no matter how late due to the educational value of course work. Late work is accepted until the final exam due date/time. Extra credit may be offered at the instructor's discretion.

**Attendance Policy:**

Per this statement in the GBC catalog, “You must participate in classes regularly if you intend to obtain the full benefits of instruction.” It is important to keep current with both written and discussion assignments. If you have difficulty participating due to technical problems which cannot be resolved by calling the Help Desk at (775) 753-2167, or a personal emergency, please notify the instructor immediately to make arrangements for making up missed work. Generally, technical problems and/or difficulties obtaining books are not sufficient reasons for late work. An incomplete must be requested by the student. Late points are permanent, and continue to accrue until the date the student withdraws from the course, or the student and instructor agree that an incomplete will be issued. Students are expected to participate regularly, and to complete all assignments on time.

**Course Outline/Schedule/Assignments**

**Assignments are due the following week on Sunday by 11:59 p.m., however if you would like to work ahead, you may.**

**Please Note:** To receive full credit for your work, read the weekly activities below and include all components. Remember, this is a college level general education course and you are expected to write like it. Check your grammar, sentence structure and spelling prior to turning in any writing assignments. Review the rubric for written assignments in the important assignment information below. If you need help in this area, please contact the Academic Success Center (ASC) at 775-753-2149 in Elko and 775-623-1822 in Winnemucca. Here is the web site for the ASC if you want to review it. [http://www.gbcnv.edu/asc/](http://www.gbcnv.edu/asc/) They are a wonderful resource for you to use.

**Expected Learner Outcomes:**

Upon completion of this course, students will be able to demonstrate the following skills.

1. **Code of Ethics**  
   a. The student will be able to describe a code of ethics and standards related to their area of interest.

2. **Confidentiality**  
   a. Students will:
i. respect the rights of other students.
ii. understand the importance of confidentiality while working with clients, students, and/or patients.
iii. be able to define confidentiality and apply legal and/or ethical standards while working in their chosen profession.

3. Ethical Principles
   a. Students will develop a functional awareness of individual, society and global ethical principles.

4. Principles of Respect
   a. Students will be able to demonstrate knowledge of the principles of respect for individuality and for people of diverse cultural backgrounds when providing professional services.
b. Students will be able to understand diversity.

5. Problem Solving/Critical Thinking
   a. Students will be able to identify a way of problem solving and how to critically think the process through.

6. Reflection
   a. Students will be able to participate in personal and professional reflection in terms of self-evaluation of ethical standards, morals, values, and professional effectiveness.

7. Interactions
   a. Students will be able to identify interactions between helpers, clients, patients, family members, students and other human service providers which align with related codes of ethics.

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<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Expected Learner Outcomes and Measurement</th>
<th>General Education Skill Addressed and Measurement</th>
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</thead>
</table>
| 1    | **Topic: Ethics and Moral Overview**
1. Read pages 1-18 in your text.
2. Participate in the week 1-introductory discussion. (Total 25 pts)
You will find the link and instructions in the course module for week 1.
The discussion needs to be posted by Sunday at 11:59 p.m. on January 27th. The responses need to be completed by the following Sunday. I will grade the discussion after the response due date.
**Always be respectful of other student discussions and views.**

**Must have references to support information or responses in APA format.**

| 2 | Topic: Key words and Human Services  
1. Participate in class discussion for week 2. (Total 25pts)  
2. Submit Journal #1. (Total 30 pts)  
You will find the link and instructions for the discussion and journal entry in week 2 module on the course home page.  
For all discussions and journal entries:  
***Do not reveal personal or confidential information about yourself or another person.***  
***Always be respectful of other participant discussions and views.*** | Outcomes: 1, 2, 3, 4, 6 and 7  
Measurement:  
A. Journal Entry-term definitions  
B. Interview of a professional  
C. Discussion of ethics | 1. Communication-written, listening and oral  
2. Critical Thinking  
3. Personal/Cultural Awareness  
4. Personal Wellness  
5. Technical Understanding  
Measurement:  
1. Written journal entry, definitions and use of technology for research and documentation.  
2. Oral communication with another individual regarding ethics.  
3. Follow up reflection and discussion regarding interview and code of ethics.  
4. Use of technology for research and documentation. |

| 3 | 1. Ethics and values.  
A. Take the ethics inventory on page 7-9 in your text.  
B. Have someone else you know, but isn’t a family member, take the ethics inventory. Also, ask this person what their definition of ethics vs. moral belief  
C. Read the rest of Chapter 1.  
2. Participate in the class discussion for week 3. (Total 25pts)  
3. Submit journal entry #2. (Total 30 pts)  
You will find the link and instructions for the discussion and journal entry in week 3 module on the course home page.  
For all discussions and journal entries:  
***Do not reveal personal or confidential information about yourself or another person.*** | Outcomes: 3, 4, 6 and 7  
Measurement:  
A. Written class discussion  
B. Journal Entry  
C. Survey completion and discussion with other individual with reflection in journal. | 1. Communication-written, listening and oral  
2. Critical Thinking  
3. Personal and Cultural Awareness  
4. Personal Wellness  
5. Technical Understanding  
Measurement:  
1. Written class discussion and use of technology for research and documentation.  
2. Oral communication with another individual regarding ethics.  
3. Written journal entry of correlation of ethics inventory between two individuals. |
| 4. | 1. Understanding Diversity and Moral Beliefs  
   A. Read Chapter 2.  
   2. Participate in the class discussion for week 4. (Total 25pts)  
   3. Submit Journal Entry #3. (Total-30 points) | Outcomes: 1, 2, 3, 5, 6 and 7  
   Measurement:  
   A. Written class discussion  
   B. Written journal entry | 1. Communication-written, listening and oral  
   2. Critical Thinking  
   -Reasoning and Independent Thought  
   -Scientific Understanding  
   3. Personal/Cultural Awareness  
   -Sense of the Individual in Society  
   -Sense of the Past  
   -Sense of Accountability  
   -Appreciation of Fine Arts  
   4. Personal Wellness  
   5. Technical Understanding  
   Measurement:  
   1. Written class discussion and use of technology for research and documentation.  
   2. Watching a movie or show, reading a book for appreciation of fine arts with follow up discussion.  
|---|---|---|---|
| | For all discussions and journal entries:  
   ***Do not reveal personal or confidential information about yourself or another person.  
   ***Always be respectful of other participant discussions and views. | | |
| 5. | 1. Ethics of Religious Moralities  
   A. Read Chapter 3  
   2. Submit Journal Entry #4. (Total-30pts)  
   3. There is not a discussion this week. | Outcomes: 3, 4, and 6  
   Measurement:  
   Journal entry of contrast and comparison of two different religions. | 1. Communication-written  
   2. Critical Thinking  
   -Reasoning and Independent Thought  
   -Scientific Understanding  
   3. Personal/Cultural Awareness  
   -Sense of the Individual in Society  
   -Sense of the Past  
   -Sense of Accountability  
   -Appreciation of Fine Arts  
   4. Personal Wellness  
   5. Technical Understanding  
   Measurement:  
   1. Journal entry. |
| | For all discussions and journal entries:  
   ***Do not reveal personal or confidential information about yourself or another person.  
   ***Always be respectful of other participant discussions and views. | | |
| 6. | 1. Ethics of Selfishness  
   A. Read Chapter 4  
   2. Participate in the class discussion for week 6. (Total 25pts)  
   3. There is not a journal entry for this week. | Outcomes: 3, 4, 5, 7  
   Measurement:  
   A. Class discussion | 1. Communication(written)  
   2. Critical Thinking  
   -Reasoning and Independent Thought  
   -Scientific Understanding  
   3. Personal/Cultural Awareness  
   -Sense of the Individual in Society  
   -Sense of Accountability |
### Outcomes

1. **Communication**
   - Written, oral, and listening
2. **Critical Thinking**
   - Reasoning and Independent Thought
3. **Scientific Understanding**
4. **Personal/Cultural Awareness**
   - Sense of the Individual in Society
   - Sense of the Past
   - Sense of Accountability
5. **Appreciation of Fine Arts**
6. **Personal Wellness**
7. **Technical Understanding**

### Measurement

1. Written class discussion and use of technology for research and documentation.

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<tr>
<th>7</th>
<th><strong>Ethical Consequences</strong></th>
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<tbody>
<tr>
<td>1.</td>
<td>Read Chapter 5</td>
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<tr>
<td>2.</td>
<td>Watch the video for Law and Ethics. You can find the link to it on the content page of this course.</td>
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<tr>
<td>3.</td>
<td>Participate in the class discussion for week 7. (Total 25pts)</td>
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<td>4.</td>
<td>Submit Journal entry #5. (Total 30 pts)</td>
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**For all discussions and journal entries:**

***Do not reveal personal or confidential information about yourself or another person.*** Always be respectful of other participant discussions and views.

Outcomes: 1, 2, 3, 5, 6 and 7

Measurement:

A. Watching a law and ethics video.  
B. Finding a lawsuit in the profession of their choice and reflecting this to the video and code of ethics.-class discussion  
C. Researching problem solving techniques and applying them to a case situation.-journal entry

1. **Communication**
   - Written, listening and oral
2. **Critical Thinking**
   - Reasoning and Independent Thought
3. **Scientific Understanding**
4. **Personal/Cultural Awareness**
   - Sense of the Individual in Society
   - Sense of the Past
   - Sense of Accountability
5. **Appreciation of Fine Arts**
6. **Personal Wellness**
7. **Technical Understanding**

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<tr>
<th>8</th>
<th><strong>Ethics of Duty</strong></th>
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<tbody>
<tr>
<td>1.</td>
<td>Read Chapter 6</td>
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<tr>
<td>2.</td>
<td>Submit journal entry #6. (Total 30 pts)</td>
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<td>3.</td>
<td>Participate in the discussion for week 8.</td>
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Outcomes: 3, 4 and 6

Measurement:

A. Journal Entry

1. **Communication**
2. **Critical Thinking**
   - Reasoning and Independent Thought
3. **Scientific Understanding**
4. **Personal/Cultural Awareness**
   - Sense of the Individual in Society
   - Sense of the Past
   - Sense of Accountability
5. **Personal Wellness**
6. **Technical Understanding**

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### Outcomes

1. **Communication**
2. **Critical Thinking**
   - Reasoning and Independent Thought
3. **Scientific Understanding**
4. **Personal/Cultural Awareness**
   - Sense of the Individual in Society
   - Sense of the Past
   - Sense of Accountability
5. **Appreciation of Fine Arts**
6. **Personal Wellness**
7. **Technical Understanding**

### Measurement

1. Written journal entry.  
2. Use of technology for research and documentation.
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| 9 | 1. **Ethics of Rights**  
   A. Read Chapter 7  
   2. Submit journal entry #7.  
   (Total 30 pts)  
   For all discussions and journal entries:  
   ***Do not reveal personal or confidential information about yourself or another person.***  
   ***Always be respectful of other participant discussions and views.***  
|   | Outcomes: 1, 2, 3, 4 and 6  
   Measurement:  
   A. Journal entry  
   B. Class discussion | 1. Communication  
   2. Critical Thinking  
   - Reasoning and Independent Thought  
   3. Personal/Cultural Awareness  
   - Sense of the Individual in Society  
   - Sense of Accountability  
   5. Technical Understanding  
   Measurement:  
   1. Written journal entry and use of technology for research and documentation.  
   2. Researching justice-right or wrong-journal entry and class discussion |
| 10 | 1. **Justice**  
   A. Read Chapter 8  
   2. Participate in the class discussion for week 10.  
   B. Watch the video on Death and Dying. You will find a link to it on the content page.  
   (Total 30 pts)  
   For all discussions and journal entries:  
   ***Do not reveal personal or confidential information about yourself or another person.***  
   ***Always be respectful of other participant discussions and views.***  
| Outcomes: 1, 3, 4, 6, 7  
   Measurements:  
   A. Journal entry  
   B. Class discussion | 1. Communication  
   2. Critical Thinking  
   - Reasoning and Independent Thought  
   3. Personal/Cultural Awareness  
   - Sense of the Individual in Society  
   - Sense of the Past  
   - Sense of Accountability  
   4. Personal Wellness  
   5. Technical Understanding  
   Measurement:  
   1. Written journal entry and use of technology for research and documentation.  
   2. Researching justice-right or wrong-journal entry and class discussion |
| 11 | 1. **Case Study. (200pts)** – Post your case study to the discussion area for “Case Study.”  
   See the case study requirements/rubric following the course outline of assignments.  
   2. There is not a journal entry or discussion for this week. Work on your case study.  
   For all discussions and journal entries:  
   ***Do not reveal personal or confidential information about yourself or another person.***  
   ***Always be respectful of other participant discussions and views.***  
| Outcomes: 1, 3, 4, 5, 6 and 7  
   Measurements:  
   A. Case Study | 1. Communication-written, listening and oral  
   2. Critical Thinking  
   - Reasoning and Independent Thought  
   3. Personal/Cultural Awareness  
   - Sense of the Individual in Society  
   - Sense of the Past |
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<tr>
<th>Week</th>
<th>Assignments</th>
<th>Outcomes</th>
<th>Measurements</th>
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</table>
| 12   | 1. Participate in the class discussion for week 12. (Total 25 pts)  
2. There is not a journal entry for this week. | 1, 3, 4, 7 | A. Class discussion  
B. Case Study |
|      | For all discussions and journal entries:  
***Do not reveal personal or confidential information about yourself or another person.  
***Always be respectful of other participant discussions and views. | 1. Communication-written, listening and oral  
2. Critical Thinking - Reasoning and Independent Thought  
- Scientific Understanding  
3. Personal/Cultural Awareness  
- Sense of the Individual in Society  
- Sense of Accountability  
4. Technical Understanding |
| 13   | 1. The Ethics of Character  
A. Read Chapter 9  
2. Participate in the class discussion for week 13. (Total 25 pts)  
3. Submit journal entry #9 (Total 30 pts) | 3, 6 | A. Class discussion  
B. Journal entry |
|      | For all discussions and journal entries:  
***Do not reveal personal or confidential information about yourself or another person.  
***Always be respectful of other participant discussions and views. | 1. Communication-written assignment use of technology for research and documentation.  
Case study review and class discussion. |
<table>
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<tr>
<th>Week</th>
<th>Assignment</th>
<th>Grading</th>
<th>Notes</th>
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</table>
| 14   | Diversity  | Outcomes: 3, 4, 5 | 1. Communication-written  
2. Critical Thinking  
-Reasoning and Independent Thought  
-Scientific Understanding  
3. Personal/Cultural Awareness  
-Sense of the Individual in Society  
-Sense of the Past  
-Sense of Accountability  
4. Technical Understanding  
Measurement: 1. Written class discussion and use of technology for research and documentation.  
2. Journal entry |
|      | A. Read Chapter 10 and 11.  
2. Participate in the class discussion for week 14. (Total 25pts)  
3. Submit journal entry #10. (Total 30pts)-Last Journal Entry!  
For all discussions and journal entries:  
***Do not reveal personal or confidential information about yourself or another person.  
***Always be respectful of other participant discussions and views. | Measurements:  
A. Class discussion  
B. Journal entry | |
| 15   | Review for final exam.  
A. Prepare for the final exam by reviewing your text, journals and discussions.  
B. Make sure you know the terms from journal #1.  
2. Read Chapter 12  
3. Participate in the class discussion for week 15. (Total 25 pts) | Outcomes: 1, 3, 5 | 1. Communication-written, listening and oral  
2. Critical Thinking  
-Reasoning and Independent Thought  
-Scientific Understanding  
3. Technical Understanding  
Measurement: 1. Written class discussion and use of technology for research and documentation.  
2. Journal entry |
| 16-Final | Take final exam online. (Total 200pts) | Outcomes: 1, 2, 3, 4, 5, 6, 7 | 1. Communication-written, listening and oral  
2. Critical Thinking  
-Reasoning and Independent Thought  
-Scientific Understanding  
3. Personal/Cultural Awareness  
-Sense of the Individual in Society  
-Sense of the Past  
-Sense of Accountability  
4. Personal Wellness  
5. Technical Understanding  
Measurement: 1. Final Exam |

All course work is due by May 11, 2014 at 11:59 p.m., Sunday.  
Final Exam is due by May 13, 2014 at 11:59 p.m., Tuesday.
Case Study Requirements.

Write a description in your own words about one scenario that is related to your area of professional interest which could present (or has presented) an ethical challenge for you in your workplace/career/profession. Define the conflict. Present THREE different perspectives which can be assumed by three different professional people from the same profession about this issue, and explain the reasons for each perspective. Research information about the ethical, legal and moral implications involved with this issue. Consult professional journals, ethical codes, standards of practice, internet and/or other authoritative, evidence-based resources, and give a valid reason why professionals might assume different perspectives about the same issue. Then write your recommendation that reflects the application of your professional ethical standards. Three sources in addition to your textbook are required (4 sources in all). APA style/formatting is required. Please see the acceptable reference list in the week 11 module. Your case study should be at least 400 words, excluding the reference, abstract and cover pages, and/or any attachments. Post your case study in the discussion area as an attachment by the end of Week 10. (150 points)

The case study must be attached as a Word or rtf file containing material that is typed in Times New Roman 12-point font, double spaced, contain a correctly formatted cover page, citations, a reference page, an abstract, and running headers. The narrative should be logically organized, fully developed in terms of an introduction, a discussion, a conclusion, reflect a theoretical or research foundation, and formatted per the American Psychological Association (APA). Publication manual of the American Psychological Association. You may access the APA at the following website: http://www.apastyle.org or view the “OWL at Purdue” website for examples of APA papers. The Academic Success Center personnel and/or the GBC librarians can help you with APA style/format questions. The instructor will not provide detailed feedback about style/composition, nor opportunities for rewriting work for the purpose of implementing/correcting format/style. Citations/references from Wikipedia or other dictionary-type references are not acceptable in any assignment in this course. Exception: you may use page numbers to indicate information cited from the readings in the text in major posts and for journal assignments. This exception does not apply to the case study or for the use of resources outside of the current textbook.

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<tr>
<th>Topic</th>
<th>Points Possible</th>
<th>Total Points Received</th>
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<tbody>
<tr>
<td>1. Cover Page</td>
<td>10 points</td>
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<tr>
<td>2. Abstract Page</td>
<td>10 points</td>
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<td>3. Content-</td>
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<tr>
<td>a. grammar</td>
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<td>b. spelling</td>
<td>10 points</td>
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<tr>
<td>c. APA format</td>
<td>10 points</td>
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<td>-including citations</td>
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<td>d. content</td>
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<tr>
<td>-defines profession of interest</td>
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<td>-clearly states scenario</td>
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<td>-clearly explains the conflict in one paragraph</td>
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<td>-presents 3 different perspectives</td>
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<td>-explanations</td>
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<td>-give valid reasons why Professionals from the same profession may have different views.</td>
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<td>-your recommendation</td>
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<td>4. Outcome achievement(5pts each)</td>
<td>20 points</td>
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</table>
- shows ethical principles according to the career of interest
- demonstrates knowledge and Understanding of different professional viewpoints
- shows principles of respect in writing and case study

5. Reference page in APA format
   - Must contain your book as a reference and 3 additional references.

Total Points 200 points

Important Assignment Information

NOTE: If your work cannot be opened and read, it cannot be graded. Save files as an “rtf—rich text format” or Word file prior to submission. If you find a zero in your grade book for any assignment, contact the instructor as soon as possible. This usually means that your assignment is missing or couldn’t be opened. Read the instructor comments in the grade book. Also note that **when summarizing from the current edition of the textbook, the use of page numbers for documenting information from the readings is sufficient for citing in discussions and journals. Lack of correct documentation will result in point deductions, and/or other disciplinary action due to violation of academic standards.**

1. **Journal entries** are worth 30 points each. There are 10 journals in all. Journals are to be written in your own words, and you may give your own opinions, but **all journals must also contain information derived from the readings in the textbook in order to receive full credit. You do not have to agree with the author of the text, but you should use quotation marks identify the author’s words and/or also summarize the author’s ideas, and give the page number from the book for the information when discussing material from the readings. You may cite additional information from other reliable, evidence-based resources related to social ethics, but full, clear identification regarding your source must be provided. There are 10 journals worth 30 points each (300 points).**

2. **Discussions** are due on a weekly basis. (See course announcements for due dates.) Participation in class discussions enables students to demonstrate their understanding of the course content, and to share insights and information gained from the readings. In these important interactions, students apply and assimilate the content and concepts of the course, and deepen their understanding of the material. You are expected to participate in all 12 discussions. Submit at least two responses for each discussion. If the peer responses are not completed an automatic 5 points will be deducted for each required response. This could be for a total of 10 points. **Congratulations or praising sentences do not count toward content material.** Major posts must contain supporting documentation by indicating page numbers from the assigned readings in the textbook. All posts should advance the discussion and deepen academic inquiry regarding assigned topics. The use of additional resources in addition to quotes and summaries from the text are permitted, but they must be fully and clearly cited. Quotation marks are required when quoting sentences/phrases verbatim (including quotes from the internet and the author of the textbook). Points will be deducted for lack of documentation from the readings (5 points), for content errors, and/or for work that does not reflect respectful, college-level writing or scholarship. Personal problems, disrespectful, judgmental remarks, or complaints about course material and/or assignments are not appropriate for class discussions. Contact the instructor for assistance or questions about issues or
problems. “Major posts” will count as 15 points of the discussion score, the two peer responses count at 5 points and grammar/spelling will be worth 5 pts. There are 12 discussions @ 25 points (300 points).

Guidelines and Policies

Instructor’s Note: In order to effectively facilitate student learning in this course, the instructor reserves the right to modify the syllabus at any time. This syllabus is a guide, not a contract.

1. Due to the sensitive nature of some of the subject matter in this course, students are expected to present thoughtful reviews of the material, and to offer appropriate, scholarly commentary.

2. Students are to maintain the confidentiality of others, including classmates, and/or guest speakers as applicable. During this course, students are expected to demonstrate respectful, ethical behaviors, as outlined in the GBC Catalog, when participating in GBC activities with peers, instructors and/or speakers in any class meeting, interactive video session, and/or online discussion. Emails and discussions should be respectful in tone, and be written with correct grammar, punctuation, capitalization, usage and style. Please use the spell check feature, address people by name, when possible, and avoid slang or contractions.

3. This is an interactive class in which your input is needed to increase knowledge of subject areas—for yourself and the others in the class. Timely and regular participation in threaded discussions is required.

4. If you are having difficulty with the course content, computer technology and/or having personal problems, please communicate this as soon as possible. Call the GBC technology help desk number for technical assistance immediately if you have technical difficulties at (775) 753-2167, and then notify the instructor if you have been unable to resolve the problem. Save assignments in MS Word (.doc/.docx) or in RTF (rich text format) prior to submission.

5. Students may not use the e-mail addresses of other students, faculty, or staff for purposes unrelated to this class. Violations may lead to disciplinary action.

6. Warning: There is a risk of losing your data if you type in responses instead of uploading assignments which you have first saved in a file. You may upload multiple files into one assignment area at different times—until you click “submit.” Once you have submitted an assignment, you will no longer be able to add pages or files to that assignment, so do not submit assignments until you have completely finished them. Obtain permission from the instructor before emailing an assignment. Email submissions are not accepted.

Accommodations for Students with Disabilities

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Director of Services for Students with Disabilities (Julie Byrnes) will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids and services. For more information or further assistance, please call (775)753.2271.

General Education Integrative Objectives

Communication skills: Strong

Rationale/Examples:
- Students are expected to participate in the class discussions.
Students must complete an ethical philosophy statement assignment.
Students will present an ethical dilemma to the class.
Students write in a journal that is graded on a weekly basis.
Students are expected to challenge peer positions in discussions about ethical topics.

Critical Thinking: Significant

Rationale/Examples:
- Students will explore codes of ethics from different social services professions, and compare and contrast them. Students will identify the underlying meta-ethical principles that underlie each concept.
- Upon examination and comparison of various examples of social codes of ethics, students will logically integrate demonstrations of the application social and scientific hierarchies in activities and discussions.
- Principles of adult learning will be examined in class discussions, and applied by discussing various problem-solving methods.

Quantitative ability: Considerable

Reasoning and Independent thought: Strong

Scientific understanding: Considerable

Personal and Cultural Awareness: Strong

Rationale/Examples:
- Students will verbalize understanding of the individual and cultural diversity in society by journal reflection, a written and oral report of case studies which reflect selected social ethical dilemmas.
- Students will record results of assessments of individual ethical styles, and explore the etiologies of their styles in journal-writing, and in class discussions.
- Students will be asked to identify and develop a secondary ethical style, and identify rationales/scenarios for application.
- Students will create a collage depicting a controversial social issue or ethical dilemma in the course of examining the application of normative ethics. No words or images of words will be permitted. Students must convey messages and feelings about the issues with images taken from current periodicals.

Sense of the individual in society: Strong

Sense of the past: Considerable

Sense of accountability: Strong

Appreciation of fine arts: Some degree

Personal Wellness: Strong

Rationale/Examples:
- Students will discuss the impact of personal ethical styles in personal and professional settings.
- Students will participate in class discussions, and answer selected questions in their journal entries, from of the material from the course text: "Real World" Ethics as reflections based on their "real life" personal and professional situations.
- Personal stress management and the exploration of the impact of stress in society in terms of health and wellness will be discussed.
Technological Understanding: Strong

Rationale/Examples:

- Participants will include students, professionals, and paraprofessionals in the areas of nursing, emergency medical technicians, radiology, social work, and human services. Current topics in health care delivery systems are included in the bioethics portion of the curriculum.

Included in the curriculum are applications in bioethics and ethics as related to information technology.