****

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

## University Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# SOCC 3318 VC02 – Ethics for Behavioral and Social Sciences

## Term

Summer 2019

## Instructor

David McClung

## Contact Information

Office phone: (806) 241-9598

WBU Email: [david.mcclung@wayland.wbu.edu](mailto:david.mcclung@wayland.wbu.edu)

## Office Hours, Building, and Location

Virtual campus; Please contact the professor via phone or email. The instructor of this course is available to meet with students on an as needed basis and in alignment with student availability. To arrange an appointment, please contact the professor by phone at (806) 241-9598 or email at david.mcclung@wayland.wbu.edu.

## Course Meeting Time and Location

Students will complete work asynchronously using Blackboard.

## Catalog Description

A study of the various codes of ethics for the helping professions and law enforcement.

## Prerequisite

**There is no prerequisite for this course.**

## Required Textbook and Resource Material

**Author(s):** Gerald Corey, Marianne Schneider Corey, & Cindy Corey (2018) *Issues & Ethics in the Helping Professions 10th Edition*

**Publisher:** Brooks Cole (January 1, 2018)

**ISBN-10:** 9781337406291

**ISBN-13:** 978-1337406291

**Edition / Copyright:** 10th - Current Edition  
**Book Type:** Hardcover

## Optional Materials

**Author(s):** Ralph Dolgoff, Donna Harrington, & Frank Lowenberg (2011) Ethical Decisions in Social Work Practice

**Publisher:** Cengage Learning (February 25, 2011)

**ISBN-10:** 0840034105

**ISBN-13:** 978-0840034106

**Edition / Copyright:** 9th Edition

American Psychological Association. *Publication Manual of the American Psychological*

*Association*. 6th ed. Washington, DC: American Psychological Association, 2009.

## Course Outcomes and Competencies

Upon completion of this course, each student will be able to:

* Define ethics.
* Distinguish personal from professional ethics
* Describe the ethical obligations within various behavioral and social science professions.
* Identify similarities and differences within various code of ethics across behavioral and social science professions.
* Identify and describe major sociological perspectives
* Demonstrate the ability to apply multiple professional code of ethics to case studies and to resolve ethical dilemmas

## Attendance Requirements

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course.

## Statement on Plagiarism and Academic Dishonesty

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

## Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# Course Requirements and Grading Criteria

## **Discussion Board (20%)**

The discussion board serves to promote shared learning through dialogue with one another. While your responses should cite the text and provide evidence that you have read the assigned material, responses are also expected to “go beyond the text” by actively analyzing, critiquing, and applying the readings. Discussion posts should be at least a few paragraphs in length. Full credit will not be given for discussion posts that only summarize the material. In addition to posting a response to the weekly discussion post, you should also provide responses at least two other students. Responses to your peers should go beyond simply stating whether you agree or disagree with their post. During the two weeks that you are assigned to lead discussion, your discussion board grade will be based on your responses to your classmates. Discussion posts and responses should be made by Saturday at 11:59 p.m. CST, unless you are leading the discussion for the week.

## **Leading Discussions (10%)**

There will be two times during the semester that you are asked to lead discussion on the assigned readings. Weeks will be assigned during the first week of the course. During these two weeks, you are expected to provide an in-depth summary of the reading (including citations and reference to specific concepts), a few paragraphs of personal reflection, and at least three questions that you would like to discuss. You are expected to bring in at least two additional sources that are relevant to the topics you have been assigned, such as YouTube videos, podcasts, and/or peer-reviewed articles. These assignments may vary in length but are generally estimated to be at least one single-spaced page. During these two weeks, your initial post must be made by Tuesday at 12 p.m. CST to ensure that other students have adequate time to interact with your post. Please note that late assignments will not be accepted.

## **Quizzes (20%)**

Throughout the semester, there will be five quizzes to assess your understanding of the material. Questions may be multiple choice, sequential, fill in the blank, short answer. Per the course schedule below, quizzes may cover material from multiple weeks of material, including weeks that use material other than the textbook. Each quiz is due by Saturday at 11:59 p.m. CST. You will be allowed to use the textbook and reading materials during weekly quizzes but are expected to cite your sources for any essay questions.

## **Case Studies (15%)**

One of the core learning outcomes for this course is demonstrate the ability to apply the code of ethics to case studies and to resolve ethical dilemmas. There will be three times during the semester that you will be a provided a case study and asked to write a 2-3 page response using the steps for ethical decision making (Corey, A., Corey, M.S., & Corey, C., 2018, p. 20-23) as a guide for structure and content of the assignment. You are also expect to apply at least 3 of code of the code ethics (Corey, A., et al., 2018, p. 33-34), paying particular attention to note the similarities and differences in what kind of response might be appropriate for an ethical response across different behavioral and social science professions. You are strongly encouraged to change which code of ethics you are using for each submission.

Your paper should follow guidelines set forth in the 6th Edition of the APA Manual referenced in optional materials. These guidelines may also be found on Purdue’s Online Writing Lab. I recognize that you may not have written a paper in this style before. If you have any questions, please do not hesitate to contact me in advance. To promote mastery learning, I am also willing to review and provide feedback for papers that are submitted to me two weeks before the assigned due date. You will receive these papers with at least one week to make the suggested edits and revisions. Case studies are due by Saturday at 11:59 p.m. CST.

## **Personal Values Paper (20%)**

Professional code of ethics provide a valuable framework for understanding how to navigate and resolve ethical dilemmas within specific professions. There are many times, however, that you may face situations and challenges that are not fully captured within your professional code. During these situations, there are a number of sources that you may consult for guidance and expertise on how to proceed, one of which is your personal values and beliefs.

In this assignment, you will write a 5-7 page personal code of ethics. There are a number of ways to approach this paper and structure your assignment but you may want to begin thinking about this paper by outlining some of the core values that inform how you live and make decisions. From there, you may wish to consider how you define each value, what each value means to you personally, when and how this value became important to you, what others have said about this value, and what principles there are for applying these values in practice. While the textbook may guide your selection of specific values and principles, your paper should include at least six additional quality sources, such as seminal texts and peer-reviewed articles. For example, you may wish to incorporate texts from different academic fields, such as theology and philosophy.

Your paper should follow guidelines set forth in the 6th Edition of the APA Manual referenced in optional materials. These guidelines may also be found on Purdue’s Online Writing Lab. I recognize that you may not have written a paper in this style before. If you have any questions, please do not hesitate to contact me in advance. To promote mastery learning, I am also willing to review and provide feedback for papers that are submitted to me two weeks before the assigned due date. You will receive these papers with at least one week to make the suggested edits and revisions. Your paper is due by Saturday, at 11:59 p.m. CST.

## **Final Exam (15%)**

A final exam will test your understanding of material covered throughout the duration of the course. Questions may be multiple choice, sequential, fill in the blank, short answer, or essay. You will be allowed to use the textbook but are expected to cite your sources for any essay questions. The final must be turned in by Saturday, at 11:59 p.m. CST.

## University Grading Scale

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

## Student Grade Appeals

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

## Grading Policy

The instructor reserves the right to deduct points or choose not to receive work that is turned in after the assigned due date. Assignments may be also subject to point reductions for each day that the assignment is late. Exceptions may be granted under special circumstance, when discussed with the professor before the due date.

## Student Grade Appeals

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

# Tentative Schedule

| **Date** | **Topics/Assignments** |
| --- | --- |
| Week 1  August 19-24 | **Topics: Introduction to Professional Ethics, The Counselor as a Person and as a Professional**   * Reading Assignment: Chapters 1 and 2 * Introduction Post * Discussion Board Post |
| Week 2  August 26-31 | **Topic: Values and the Helping Profession**   * Reading Assignment: Chapter 3 and Supplemental Reading * Discussion Board Post * **Quiz #1 Due on Introduction to Professional Ethics, The Counselor as a Person and as a Professional, and Multicultural Perspectives and Diversity Issues** |
| Week 3  September 2-7 | **Topic: Multicultural Perspectives and Diversity Issues**   * Reading Assignment: Chapter 4 and Supplemental Reading * Discussion Board Post * **Quiz #2 on Multicultural Perspectives and Diversity Issues** |
| Week 4  September 9-14 | **Topic: Client Rights and Counselor Responsibilities**   * Reading Assignment: Chapters 5 and Supplemental Reading * Discussion Board Post * **Case Study #1** |
| Week 5  September  16-21 | **Topic: Confidentiality: Ethical and Legal Issues**   * Reading Assignment Chapter 6 and Supplemental Readings: * Discussion Board Post * **Case Study #2** * **Quiz #3 on Client Rights and Counselor Responsibilities and Confidentiality: Ethical and Legal Issues** |
| Week 6  September  23-28 | **Topic: Managing Boundaries and Multiple Relationships**   * Reading Assignment: Chapter 7 and Supplemental Readings * Discussion Board Post * **Case Study #3** |
| Week 7  October 7-12 | **Topic: Issues in Theory and Practice**   * Reading Assignment: Chapter 10 * Discussion Board * **Quiz #4 on Managing Boundaries and Multiple Relationships** |
| Week 8  October 14-19 | **Topic: Community and Social Justice Perspectives**   * Reading Assignment: Chapter 13 and Supplemental Readings * Discussion Board Post * **Personal Ethics Paper Due** |
| Week 9  October 21-26 | **Topic: Research Ethics**   * Reading Assignment: Supplemental Readings * Discussion Board Post * **Quiz #5 on Research Ethics** |
| Week 10  October 28 -November 1 | **Topic: Ethical Use of Technology**   * Reading Assignment: Supplemental Readings * Discussion Board Post * **Final Exam Due** |