Moberly Area Community College
Common Syllabus

BHS210: Legal and Ethical Issues

Current Term

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description: BHS210: Legal and Ethical Issues (3-0-3)
The course examines the legal and ethical issues related to services for clients served by behavioral health centers. Topics include guardianship, custody and conservatorship, client rights, fraud and abuse, detention and other legal and court issues. Ethical standards, professional and personal boundaries are discussed.

Prerequisite/Co-requisite: Admission /Acceptance into the Behavioral Health Support program.

Text(s): Title: Issues & Ethics IN THE HELPING PROFESSIONS, 10E
Author(s): Gerald Corey; Marianne Schneider Corey; Cindy Corey
Publish Date: 10 edition, 2019
Publisher: Cengage

Other Required Materials:

Purpose of Course:

Legal and Ethical Issues is intended to offer students insight into:
• Legal and ethical issues related to services for clients.
• Ethical standards.
• Professional and personal boundaries in client service.
• Client rights.

This course is an introduction to the legal and ethical issues in the behavioral health support field. This course will examine issues and encourage critical thinking in regards to legal and ethical components of the helping profession. The student will learn to deal with the ethical and professional issues that most affect behavioral health support. The ethics codes of various professional associations will be introduced.

Course Objectives:

Upon successful completion of the course students will be able to:
  1. Identify common themes of ethics codes
  2. Describe the limitations of codes of ethics
3. Describe three objectives fulfilled by codes of ethics
4. Explain the difference between law and ethics
5. Differentiate between aspirational ethics and mandatory ethics
6. Compare principle ethics and virtue ethics
7. Apply the six moral principles to ethical dilemmas
8. Identify the steps in working through an ethical dilemma
9. Assess your attitudes and beliefs pertaining to a range of ethical and professional issues

Course Content:

1. Introduction to Professional Ethics
2. The counselor as a person and a professional
3. Values and the helping relationship
4. Multicultural perspectives and diversity issues
5. Client rights and counselor responsibilities
6. Confidentiality: Ethical and Legal issues
7. Managing boundaries and multiple relationships
8. Professional competence and training
9. Ethical issues in supervision
10. Issues in practice
11. Ethical issues in group work
12. Community and social justice perspectives

Connection with Health Sciences Division (HSD) Outcome Statement:

In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

Outcome 1: Students will demonstrate effective written and oral communication skills by developing consent forms and permission forms necessary for client care.

Outcome 3: Students will think critically while systematically assessing problems, identifying issues and implementing solutions via developing actions plans that comply with the legal and ethical components of client care.

Outcome 4: Students will apply principles of professionalism and safety standards when entering the workforce through demonstration of professionalism when discussing case scenarios with peers.

Connection with Behavioral Health Support Outcomes:

In compliance with MACC’s BHS outcomes, the student who successfully completes this course will be able to:

Outcome 3: Students will demonstrate an appropriate helping response for individuals in mental health crisis and/or with suicidal ideation by maintaining a calm and professional demeanor while providing therapeutic care.

Outcome 5: Students will think critically while assisting clients with various mental health needs within practical settings through adhering to the legal and ethical measures that apply to client care.
Outcome 6: Students will analyze potential legal and ethical issues as they relate to targeted populations, and will conduct themselves in an ethical manner at all times.

ASSESSMENT OF STUDENT LEARNING

Grade Scale:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Points Earned</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>1,350 – 1,500</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>1,200 – 1,349</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>1,050 – 1,199</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>900 – 1,049</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 899</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

Assessment:

Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper/Project</td>
<td>1 x 100 points</td>
</tr>
<tr>
<td>Discussions</td>
<td>15 x 30 points each</td>
</tr>
<tr>
<td>Quizzes</td>
<td>12 x 50 points each</td>
</tr>
<tr>
<td>Short Answer/Essay</td>
<td>5 x 50 points each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 x 100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,500 points</strong></td>
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</tbody>
</table>

The following grading scale will be used to calculate your final grade:

Expected Study Time Commitments:

Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Assignment(s)/Project(s):

1. Discussions

   - There will be 15 discussions, each worth 30 points. Participation in discussions will be evaluated this way: you must make a meaningful contribution (see the Discussion Rubric) to each discussion topic (20 points) and respond in similar fashion to at least two of your classmate’s posts (10 points). When you do both within the due date deadlines, you may earn 30 points per discussion. The discussion topic will be discussed during class period on Wednesdays, following your initial discussion post. The peer responses will be due following class time on
Wednesday.

- The Discussion Rubric (grading guidelines) can be found in Canvas under the Modules – Course Resources.

2. Quizzes/Final Exam

- Quizzes will cover assigned textbook readings and possibly any additional material covered.
- There will be 12 quizzes in the semester. The quizzes will be worth 50 points each. You will have 60 minutes to complete each quiz.
- The final exam will be comprehensive for knowledge. The final exam will be worth 100 points.

3. Short Answer/Essay Assignments

- There will be 5 short answer or essay assignments worth 50 points each. These assignments involve questions that encourage students to explore a particular topic from the reading more in depth. Students will be asked to respond to a particular question or set of questions. This response should be thorough, indicating your depth of knowledge on this given topic. A grading rubric can be found in Canvas under the Modules-Course Resources.

4. Paper/Project

- There will be a 100-point paper/project that you will need to complete. There will be a rubric and detailed requirements in Canvas under the Modules-Course Resources.

Instructor Policies:

Tardiness:

Make-up and latework:

Extra Credit Work:

COLLEGE POLICIES

Attendance:
Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s
attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
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<tr>
<td></td>
<td>• Participation in threaded discussions</td>
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</table>
Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook, I.090 & M.095*)

**Academic Dishonesty:**

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Student Email:**

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:**

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:**

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or cheryll@macc.edu.