UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: FAMS
Course Title: Ethical Intervention in Families

Year: 2025
Course and Section #: 2705 - X03
Credits: 3

Course Description

This course covers the legal and ethical responsibilities of the helping professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn, understanding dual relationships, supervision and consulting ethics with special populations, and ethical decision-making models.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☒ Writing Enriched Graduation Requirements
☐ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information
Instructor Name: Kathryn Robinson

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Articulate a process of ethical decision-making, including how a professional code of ethics informs that process.
2. Examine the influence of personal values and biases on professional identity and responsibilities.
3. Distinguish scope of practice and scope of competence, including how those concepts relate to elements of negligence and malpractice
4. Explain the concept of confidentiality and its application to a helping relationship, including the duty to warn and protect.
5. Identify risks associated with multiple relationships and the importance of maintaining appropriate professional boundaries.

6. Articulate the roles of training programs and supervisors in the socialization of ethical behavior.
7. Recognize special ethical concerns when working with couples, families, or groups.
8. Assess the role of a helper in social justice and advocacy.

Course Materials and Texts

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2019). Issues and ethics in the helping professions (10th Ed). Stamford, CT: Cengage Learning.
ISBN-10: 1337406291
ISBN-13: 978-1337406291

Course Requirements

Course Assignments, Assessments, and Grading Policy

Disclaimer: The provisions herein do not constitute a contract between the student and the College or professor. These provisions may be modified or changed as deemed necessary at the sole discretion of the instructor. When necessary, appropriate notice of changes will be given to the student. Each student is held accountable for syllabus changes announced in Canvas.

Grading and Late Work Statement

Grading Scale:

The following grading standards will be used in this class:

[Can be Percent or Points]

Grade	Percent
A	94-100
A-	90-93
B+	86-89
B	83-85
B-	80-82
C+	76-79

C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
E	0-59

Assignment Categories

Activity	[Percent/Point]
Quizzes	20.38%, 260 pts
Discussions	30.77%, 400 pts
Reflection Papers	38.08%, 515 pts
Mid-Term Assignment	3.85%, 50 pts
Final Exam	6.92%, 90 pts
Extra Credit	Complete SRI at end of semester. 10 pts

Late Work Statement:

Late work will be accepted for one week following the due date. However, there will be a 10% deduction per day that the assignment is late. Anything submitted after one week following the due date will receive 50% credit.

Grades: a passing grade is not guaranteed. All work must be completed and submitted to receive credit for the course. In order to advance as a FAMS major, a "C" or better must be obtained in this course.

Assignment and Assessment Descriptions

Quizzes (260 points)

Each chapter quiz has 10 multiple choice or true/false questions. Each quiz is worth 20 points. Students have 30 minutes to complete the quiz. Students may not use the internet, but these quizzes are open book. Students will have two opportunities to take the quiz.

Each chapter quiz is due Sunday before 11:59 pm

Discussions (400 points)

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive no credit.* It is okay to disagree in a discussion. In fact, much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Each initial post to the discussion and comments on 2 other students' posts are due by Sunday at 11:59 pm.

Reflection Papers (515 points)

Reflection papers are at least 2 pages (double spaced) and are due each Sunday by 11:59 pm. Reflection papers allow students to demonstrate understanding of each module's learning objectives, and to connect each chapter's content to your helping profession's code of ethics. Each reflection is worth 40 points and a rubric is provided in Canvas for each reflection paper.

Key Assignment

Chapter 7 reflection paper is a high-stake writing assignment. This paper is worth 60 points and is one you will resubmit at the end of the semester to earn the full points for the paper. This reflection paper will be at least 3 pages (double spaced).

Mid-Term Assignment (50 points)

For the mid-term assignment, you will watch nine videos and apply the ethical decision-making model, principles, and chapter content to these case scenarios. The assignment is due on **Sunday, March 9 @ 11:59 PM**. Each video response and summary statement are worth 5 points, for a total of 50 points possible.

Final Exam (90 points)

There will be one final exam. The exam will include comprehensive information and will cover what you have learned in the course. It will be an open-book/notes exam and administered at the end of the semester. Cheating will result in a failing grade for the class. The final exam will be worth 90 points. The exam is to be submitted to Canvas prior to April 24 by 11:59 pm.

Extra Credit

You are offered an additional 10 points for taking the SRI evaluation (at the end of the course).

Required or Recommended Reading Assignments

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2019). Issues and ethics in the helping professions (10th Ed).

General Description of the Subject Matter of Each Lecture or Discussion

Modules 1&2: Ethical Decision Making Overview
Module 3: Personal Values and Professional Identity
Module 3: Scope of Practice
Module 4: Confidentiality in Counseling
Module 5: Professional Boundaries
Module 6: Training and Supervision
Module 7: Couples, Families and Groups
Module 8: Advocacy

Required Course Syllabus Statements

Generative AI

Use of Artificial Intelligence

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content).

Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each

course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.