Exploration of the role of Biblical values, education, and personal background and experiences in ethical decision making for the communication sciences and disorders professional. These values will be considered as well as the professional code of ethics in resolving ethical decisions.

**Required Texts:**
- Bible
- videos by Phil Thompson (iTunesU, BREL 153, Resources for Ethics)
- Additional readings and videos

**ASHA Standards and Student Learning Objectives:**
- Students will demonstrate ability to analyze, synthesize, and evaluate knowledge of ethical conduct (ASHA Standard IV-E). Knowledge and application will be assessed by written response, papers, case study presentations and discussions, and by attendance and participation in class discussions.

- Students will demonstrate ability to analyze, synthesize, and evaluate knowledge of contemporary professional issues (ASHA Standard IV-G). Knowledge and application will be assessed by written response papers, case study presentations and discussions, and by attendance and participation in class discussions.

- Students will demonstrate the ability to analyze, synthesize, and evaluate knowledge of certification, licensure, and other relevant professional credentials (ASHA Standard IV-H). Knowledge and application will be assessed by written response papers, case study presentations and discussions, and by attendance and participation in class discussions.
-Students will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice (ASHA Standard V-A). Skills will be assessed in class discussions and in oral and written assignments.

**Evaluation and Grading:**

Each assignment will be assigned an appropriate number of points. All aspects of the assignment will be considered in grading the assignment including promptness, professionalism, and responsibility. Attendance, class participation and the final presentation will also be considered in the final grade.

**Professional Conduct:**

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

-Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed, no matter how quiet yours may be.

-No lap-top or notebook usage for surfing the web. These may be used strictly for note taking or project work. (Proof may be required.) No “IMs” (instant messaging) during class.

-Come to class on time to minimize distractions and be considerate of the rest of the class.

-Any requests for assignment changes must be approved ahead of time. No exceptions!

**Students with Disabilities:**

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to put academic accommodations in place for the remainder of the semester.)
The Disabilities Office is located in Room 219 in the Student Center, telephone (501) 279-4019. Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019 or tmcleod@harding.edu.

Academic Integrity:
Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

Assessment:
Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching—learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Credit Hour Calculator Statement
For every hour in class, the typical student should expect to spend at least two clock hours on course-related work, including but not limited to out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams and other activities that enhance learning.
Class Assignments:

1. 2019 Topic: "Ethical Use of Social Media"
Foundational to professional and ethical conduct is the commitment to hold the welfare of clients paramount. The utilization of social media has become widespread and has changed the way individuals, businesses, and organizations communicate; however, inappropriate use of social media in the professions can lead to ethical violations. Adherence to professional obligations and standards is essential to eliminate the chance of an ethical violation related to misuse of social media and social networking.

In your essay, present an ethical dilemma or challenge that may be faced by a clinician or researcher related to the misuse of social media and its numerous platforms. Then, using ethics resources and the ASHA Code of Ethics (2016), identify one or more Principles and the corresponding Rule(s) that you believe have been violated, and provide a rationale for your choice(s). Finally, discuss what action(s) you would take to resolve this dilemma.

Essay Requirements

You and your essay must meet these requirements:

-Essay Format
  -1,200 words or less, excluding title and any references
  -Standard format including title, introduction, body, and summary/conclusion
  -Microsoft Word (.docx), 12-point font, double-spaced
  -Page numbers in footer, starting with first page
  -No footnotes, only end notes
  -All sources cited when quoted, even Code of Ethics
  -No identifying information (e.g., name, address, institution) on the essay

-Entries must be original work, unpublished, and not under consideration for publication elsewhere.

-Students may not submit more than one essay; submissions of entries authored by multiple individuals will not be considered.

-Students must notify their CSD program director of their participation before submitting their entry (The class instructor will notify program director of selected essays.)
These requirements are taken from the ASHA 2019 Student Ethics Essay Award (SEEA) competition. Additional information and award winning essays are available to help you get some ideas. View SEEA information at http://www.asha.org/Practice/ethics/essay_award/.

2. Class Participation

Assignments will be made throughout the semester (see schedule). Students must participate in all activities.
CSD 657 – Spring, 2019  
Personal and Professional Ethics  
Daniel C. Tullos, Ph.D., CCC-SLP  
Tentative Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>17</td>
<td>Course review, semester expectations, resources (<a href="http://www.asha.org/Practice/ethics/">http://www.asha.org/Practice/ethics/</a>)</td>
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<tr>
<td></td>
<td>24</td>
<td>LSVT (no class)</td>
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<td></td>
<td>31</td>
<td>Models for making ethical decisions,</td>
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<tr>
<td>February</td>
<td>7</td>
<td>Principle 1, A-J</td>
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<td>14</td>
<td>Principle 1, L-T</td>
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<td>21</td>
<td>Principle 2</td>
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<td>28</td>
<td>Principle 3</td>
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<td>March</td>
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<td>Principle 4, A-J</td>
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<td>14</td>
<td>Spring Break</td>
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<td>21</td>
<td>Principle 4, L-T</td>
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<td>28</td>
<td>Ethics Essay due (discussion)</td>
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<tr>
<td>April</td>
<td>4</td>
<td>Case Studies</td>
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<tr>
<td></td>
<td>11</td>
<td>Case Studies</td>
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<td></td>
<td>18</td>
<td>Hot topics in ethics</td>
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<td>25</td>
<td>Group Presentations</td>
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<tr>
<td>May</td>
<td>2</td>
<td>Group Presentations</td>
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<tr>
<td></td>
<td>9</td>
<td>Final (may be rescheduled depending on activities)</td>
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