1. **Course Designation and Identifier**

1) Adler Graduate School  
2) Course number 521  
3) Values, Ethics & Legalities  
4) Two (2) credits  
5) Prerequisite: 511 or 711 or 712

2. **Course Description**

This course provides an overview of the values, ethics, and legal issues affecting professional practice in the field of mental health. Students will explore the philosophy, history, and current issues in the clinical helping professions as well as professional roles, functions and relationships in a social context.

3. **Texts, Materials and Resources (required and optional)**

3.1 Required texts:


3.2 Other required reading: Selected Articles in Course Manual

3.3 Selected videos online as assigned.

4. **Competencies and Learning Outcomes**

Students in this course learn:
4.1 To understand and distinguish legalistic and aspirational ethical standards; 1a
4.2 To understand and apply a model for ethical decision-making; 2f, 5b
4.3 To understand a broad continuum of professional ethical issues and obligations; 1g, 2d, 5h
4.4 To understand the application of ethical standards in the context of ambiguous situations; 5b, 9d
4.5 To understand legal and aspirational ethics related to licensure standards; 1b, 1c, 1d, 1g, 9d
4.6 To understand multicultural and diversity themes associated with the application of ethical standards; 2b, 2d, 5a
4.7 To understand legal and ethical standards concerning counseling and consultation utilizing online and other technological media; 5a, 5g, 9d
4.8 To understand legal and ethical standards as applied to counseling modalities, supervision, and consultation; 1b, 2b, 5a, 6a, 9d
4.9 To understand legal and ethical standards related to diagnosis, testing, assessment, and research; 1b, 3e, 7f, 7g, 7i, 8a, 9d
4.10 To understand the ethics of professional advocacy for the profession and social justice; 1c, 1e, 1f, 2d

5. Course Outline and Reading Assignments

5.1 Unit 1

1) Introductions
2) Administration (grades, assignments, attendance, lectures, papers)
3) Psychotherapy and Moral Responsibility
4) Hippocratic Oath and Oath of Affirmation
5) Seven Moral Principles of ethical decision-making
6) Overview of ethics: legal and aspirational
7) Decision-making models and styles
8) Overview of professional codes of ethics


Viewing Assignment: Watch: *Introduction to the right use of power: The heart of ethics for the helping professional.* www.youtube.com/watch?v=dN-nZ91-0rs

Position Paper (Not due until after first class): Read the *Universal Declaration of Human Rights* in the back of the Paul & Elder book or in the Course Manual. Identify
at least three articles in the *Declaration* and connect each of them with a corresponding principle from the *Seven Moral Principles* sheet in the Course Manual. How would each of these three pertain to your clinical practice?

**5.2 – Unit 2**

1) Ethics and the counselor as a therapeutic tool  
2) Moral Distress vs. Ethical Dilemmas  
3) Self-awareness (motives, values, temperament, culture, gender)  
4) Transference and Counter-transference  
5) Personal counseling and counselor impairment  
6) Counselor neutrality  
7) The Karpman Drama Triangle in Ethical decision making.  
8) End-of-Life decisions  
9) Case study discussion or DVD case scenario

**Reading Assignment:** Corey, Corey & Callanan: Chapters 2 & 3, Read all of *Glossary of Key Terms:* Course Manual. **Website:** [www.advisorteam.com](http://www.advisorteam.com) complete the Kiersey Temperament Sorter II (Note: The paid version is optional).

**Viewing Assignment:** *Ethics Part 1:* Dawn Elise Snipes, PhD, LPC  
[www.youtube.com/watch?v=B2c5bUz65mI](https://www.youtube.com/watch?v=B2c5bUz65mI)

**Position Paper:** Identify and discuss three ways in which your Kiersey Personality Type might influence or guide how you make ethical decisions.

**5.3 – Unit 3**

**Discuss 10-Minute Presentations/Instructor demonstrates**

1) Malpractice-legal and ethical dimensions  
2) Informed Consent-legal and ethical dimensions  
3) Records, documentation, information management  
4) Online counseling, tele-health, and technology-ethical and legal concerns  
5) Regulation of practice and licensing-state laws/professional associations  
6) Professional competence and scope of practice-LMFT, LPC/C, LSC, ATR, COD  
7) Case study discussion or DVD clinical scenario

**Reading Assignment:** Corey, Corey & Callanan: Chapters 5 & 8  
Locate and review your board website: (LMFT) [www.bmft.state.mn.us](http://www.bmft.state.mn.us) ; (LPC/C) [www bbht.state mn.us](http://www bbht.state mn.us); (LSC) [http://education.state.mn.us](http://education.state.mn.us); (ATR) [www.atcb.org](http://www.atcb.org)  
Read: *Ethics & Malpractice* article in the Course Manual.

**Viewing Assignment:** *Ethics Part 2:* Dawn Elise Snipes, PhD, LPC  
[www.youtube.com/watch?v=DT14X_kJPJE](https://www.youtube.com/watch?v=DT14X_kJPJE)

**Position Paper:** After reading *Ethics & Malpractice* in the Course Manual. Identify at least three cognitive fallacies that you suspect you will be susceptible to
under pressure and what you will do to catch these before they influence your decision making.

5.4 – Unit 4

1) Confidentiality and Privileged Communication
2) Counseling, technology and HIPPA
3) Ethical issues in professional writing and publishing
4) Tarasoff Decision, Duty to Warn, Duty to Protect & Dangerousness
5) Ethics, Objectivity and Managed Care
6) Ethics in diagnosis, testing, assessment, and research
7) Reporting an impaired professional
8) Suicidal Clients
9) AIDS-related issues
10) Case study discussion or DVD clinical scenario

Reading Assignment: Corey, Corey & Callanan: Chapters 6 & 10. Duty to warn: When should confidentiality be breached? In the Course Manual read the Landmark Cases in Mental Health Practice sheet.

Viewing Assignment: Ethics Part 3: Dawn Elise Snipes PhD, LPC www.youtube.com/watch?v=RZ4gIKFi7Xw

Position Paper: View the HPSP website at http://mn.gov/health-licensing-boards/hpsp/. Identify at least three reasons you might struggle with, or hesitate to, report an impaired colleague. How will you overcome these barriers to act?

5.5 – Unit 5

1) Ethics in multiculturalism and cross-cultural counseling
2) Cultural empathy, encapsulation, counter-transference
3) Ethics of Social Interest: multiculturalism.
4) Types of diversity and ethical practice
5) Cultural influences, assumptions, and biases of counselors
6) Ethics, Self-disclosure and cultural norms
7) Case study discussion or clinical scenario
8) Special Event: “Stump the Chump” (Places the course Instructor as the therapist in a live role-play with student volunteer actor(s) portraying client(s) in an ethical dilemma. Class discussion after using ethical codes.)

Reading Assignments: Corey, Corey & Callanan: Chapter 4; King, C., (1996). The Words of Martin Luther King, Jr.

Viewing Assignment: Watch I have a dream speech, MLK 1963 www.youtube.com/watch?v=smEqnnklfYs

Position Paper: Write on the Martin Luther King Jr. book: Select three quotes from Dr. King and connect each to a corresponding Adlerian concept or value. How do these influence your core values as a professional?
5.6 – Unit 6

1) In-class mid-term test
2) Ethical and legal issues in clinical supervision
3) Ethical and legal issues in consultation
4) Collaborating with other professionals
5) Community counseling and multicultural settings
6) Counselors as change agents and community advocates
7) Case management

Reading Assignments: Corey, Corey & Callanan: Chapter 9 & 13

Viewing Assignment: Ethics Part 4. Dawn Elise Snipes, PhD, LPC
www.youtube.com/watch?v=XMXcw923ZzU

Position Paper: Review the Seven moral principles for ethical decision-making sheet in the Course Manual. Identify the top three principles that are emerging as central to your ethical system and state why.

5.7 – Unit 7

1) Dual and multiple relationships in counseling
2) Multiple relationships in rural communities
3) Sexual attraction and boundary issues in counseling
4) Bartering and gifts
5) Couples and family counseling: confidentiality and informed consent
6) Coordinating care and referrals with other professionals
7) Professional associations and participation
8) Case study discussion or DVD clinical scenario
9) 10-Minute Presentations


Viewing Assignment: Ethics Part 5: Dawn Elise Snipes, PhD, LPC
www.youtube.com/watch?v=XMXcw923ZzU

Position Paper: Read Dual Relationships in the Course Manual. First, state clearly and specifically the difference between multiple and dual relationships. Second, identify three ways in which a client will be harmed by a dual relationship.

5.8 – Unit 8

1) 10-minute presentations
2) Ethics in the training and competence of group workers
3) Screening clients for group work
4) Distinguishing types of groups and matching clients  
5) Confidentiality in group counseling  
6) Use and abuse of group counseling techniques  
7) Termination of group counseling

**Reading Assignments:** Corey, Corey & Callanan: Chapter 12

**Last Position Paper:** Read *AGSW best practice guidelines* in the Course Manual. Imagine that you are facilitating a group and you learn that a member discussed another member's situation with someone outside of the group. State: (1) what ethical standard was broken, (2) the consequences for the group and the member violated, and (3) what you would do to manage the situation.

**5.9 – Unit 9**

1) Course Evaluations  
2) In-class Final Test  
3) Video case scenarios  
4) Remaining topics  
5) Closure and Course Take-Aways  

(No position paper is due for unit 9)

6. **Special Project Time**

Not required in this course.

7. **Writing Guidelines including APA Format**

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. **Assessment/Evaluation Procedure**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Position Papers</td>
<td>Each Unit paper due before next Unit’s class. Two papers due after a weekend class, one for AM unit and one for PM unit.</td>
<td>4 points each 32 total possible</td>
<td>4.1-4.9</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Each class</td>
<td>3 points per class 36 total possible</td>
<td>4.1-4.9</td>
</tr>
<tr>
<td>Activity</td>
<td>Unit</td>
<td>Total Possible</td>
<td>Grade Range</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>10-Minute In-Class Presentation</td>
<td>6</td>
<td>20</td>
<td>4.1-4.9</td>
</tr>
<tr>
<td>In-Class Mid-term Test</td>
<td>6</td>
<td>6</td>
<td>4.1-4.9</td>
</tr>
<tr>
<td>Final In-Class Test</td>
<td>9</td>
<td>6</td>
<td>4.1-4.9</td>
</tr>
</tbody>
</table>

Grading:  
[Based on total points for the class]  
A 90-100 points  
B 80-89 points  
C 70-79 points  
R Retake- Needs more time or instruction to master the requirements of the class  
NC Quality of work or participation falls below minimum expectations, including:  
• Not attending class.  
• Not properly notifying registrar of a withdrawal  
• Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)  
• Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

1) Lectures  
2) Weekly Position Papers  
3) 10-Minute In-class Presentations  
4) Case Study/Audio-Visual Scenarios in-class analyses  
5) In-Class Mid-term Test  
6) In-Class Final Test

9. **Attendance Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are **expected to attend all class meetings**. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Every effort should be made to avoid missing the first class meeting. If this proves unavoidable the student is responsible to obtain notes from another class member and will be expected to know about, and adhere to, all guidelines and expectations covered in the first class meeting.

Most courses are divided into **nine units**. **One unit is equal to** one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than **3 class units**, the decision as to whether or not to allow a final grade, or issue a Retake, is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.
In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have additional attendance requirements based on the structure of the course. Those specifics are listed here: None.

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

10. Participation Disclaimer

10.1 Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

10.2 Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.
12. **Internet/Online Activity**

Not applicable.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

Richard E. Close, DMin, LPCC, LMFT, ACS
Core Faculty
Adler Graduate School
1550 East 78th Street
Richfield, MN 55423
651-319-6308
Office Email: richard.close@alfredadler.edu

Updated: 7/15