Adler Graduate School
1550 East 78th Street
Richfield, MN 55423

AGS Course 521-
Values, Ethics & Legalities
January – February 2013

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 521- Online
1.3 Values, Ethics & Legalities
1.4 Three (3) credits
1.5 Prerequisite: 511 or 711

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.

Students will be provided with opportunities to examine issues and apply ethical principles through lecture, discussion, audio-visual cases, and written assignments. This integrative approach suggests that effective clinical and counseling behavior depends as much on practice in managing professional standards as on practice with various intervention strategies and techniques. Because much ethical decision-making occurs in the “grey area” of practice this course also offers an opportunity to develop complementary aspirational ethics and a systematic strategy for making complicated ethical decisions.

Professional maturation based on an understanding of both legalistic and aspirational ethics, combined with an awareness of one’s own personal values and personhood can result in an increasingly stable and consolidated professional identity that will be unique – but consistent in its ethical application. Without a doubt, it is incumbent upon each of us to engage in this integrative growth process if we are to responsibly accept the clinical challenges presented to us as licensed mental health practitioners and professionals.
3. Texts, Materials and Resources (required and optional)

3.1 Required texts:


**Required text for Licensed Marriage and Family Therapist Students Only:**

**Required for Licensed Professional Counseling Students Only:**

**Required for Licensed School Counseling Students Only:**


(Students on dual-licensure tracks will read both required texts above for each chosen license)

4. Competencies and Learning Outcomes

4.1 Understand and distinguish legalistic and aspirational ethical standards; 1a

4.2 Understand and apply a model for ethical decision-making; 2f, 5b

4.3 Understand a broad continuum of professional ethical issues and obligations; 1g, 2f 5h

4.4 Understand the application of ethical standards in the context of ambiguous situations; 5b, 9d
4.5 Understand legal and aspirational ethics related to licensure standards; 1b, 1c, 1d, 1g, 9d

4.6 Understand multicultural and diversity themes associated with the application of ethical standards; 2b, 2d, 5a

4.7 Understand legal and ethical standards concerning counseling and consultation utilizing online and other technological media; 5a, 5g, 9d

4.8 Understand legal and ethical standards as applied to counseling modalities, supervision, and consultation; 1b, 2b, 5a, 6g, 9d

4.9 Understand legal and ethical standards related to diagnosis, testing, assessment, and research; 1b, 3e, 7f, 7g, 7i, 8a, 9d

4.10 Understand the ethics of professional advocacy for the profession and social justice; 1c, 1e, 1f, 2d

5. **AGS Online Course Overview**

5.1 AGS on-line courses have the same total duration as residential courses – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend approximately 120 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time—replying within 48 hours. During the class, your instructor will post specific office hours on your class webpage.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week (in response to the questions and/or tasks by your instructor), and—in some cases—engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each on-line class.

5.4 Although you will likely find that you have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find
these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

6. **Course Outline**

   **Course Outline and Reading Assignments:**

   **6.1 – Unit 1**

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

   **Reading Assignments:** Corey, Corey & Callanan-Chapter 1; Paul & Elder- whole book. Competencies developed are 1a and 1b

   **6.2 – Unit 2**

   1) Ethics and the counselor as a tool of counseling
   2) Self-awareness (motives, values, temperament, attachment style)
   3) Transference and Counter-transference
   4) Personal counseling and counselor impairment
   5) Counselor neutrality
   6) Values imposition
   7) Spirituality
   8) End-of-Life decisions

   **Reading Assignment:** Corey, Corey & Callanan- Chapters 2, 3
   **Website:** (Optional) [www.advisorteam.com](http://www.advisorteam.com) (complete the Kiersey Temperament Sorter II)
   **Website:** [http://www.web-research-design.net/cgi-bin/crq.pl](http://www.web-research-design.net/cgi-bin/crq.pl) (complete Attachment Style)

   Competencies developed are 1b, 2d, and 2f

   **6.3 – Unit 3**

   1) Malpractice-legal and ethical dimensions
   2) Informed Consent-legal and ethical dimensions
   3) Records, Documentation, information management-legal and ethical dimensions
   4) Online counseling, telehealth, and technology-ethical and legal concerns
5) Regulation of practice and licensing-state laws/professional associations
6) Professional competence and scope of practice-LMFT, LPCC, LSC, ATR

**Reading Assignment:** Corey, Corey & Callanan: Chapters 5, 8

**Locate and review your legal website:** (LMFT) [www.bmft.state.mn.us](http://www.bmft.state.mn.us); (LPCC) [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)

Competencies developed are 1g, 3e, 5g, 5h

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**6.4 – 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 colleague or other professional
8) Suicidal Clients
9) AIDS related issues

**Reading Assignment:** Corey, Corey & Callanan. Chapters 6, 10


**Competencies developed are 1b, 3e, 5a, 7g, 8a**

**6.5 – Unit 5**

1) Ethics in multiculturalism and cross-cultural counseling
2) Cultural empathy, encapsulation, counter-transference
3) Ethics of Social Interest, multiculturalism, and Dr. Martin Luther King, Jr.
4) Types of diversity and ethical practice
5) Cultural influences, assumptions, and biases of counselors
6) Self disclosure and cultural norms

**Reading Assignments:** Corey, Corey & Callanan: Chapter 4

Martin Luther King Jr.: Entire book

Competencies developed are 2b, 2d, 5a

**6.6 – Unit 6**

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

**Reading Assignments:** Corey, Corey & Callanan. Chapter 9, 13
Competencies developed are 2b, 2f, 2g

### 6.7 – Unit 7

1) Dual and multiple relationships in counseling
2) Multiple relationships in small 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) AAMFT and professional participation

**Reading Assignments:** Corey, Corey & Callanan. Chapters 7, 11
Competencies developed are 5a, 5b, 5e, 5f, g, h

### 6.8 – Unit 8

1) Ethics in the training and competence of group workers
2) Screening clients for group work
3) Distinguishing types of groups and matching clients
4) Confidentiality in group counseling
5) Use and abuse of group counseling techniques
6) Issues in termination of group counseling
7) ACA for specialists in group work

**Reading Assignments:** Corey, Corey & Callanan. Chapter 12
Prepare to share in class 2 ethical strength areas and 2 ethical growth areas, and your plan for ongoing ethical maturation and competence.
Competencies developed are 5d, 5g

### 6.9 – Unit 9

1) Quiz
2) SPT Project topic presentations
3) Ethical strengths and growth areas with plan for ongoing development
4) Course evaluations by students
7. **Assessment/Evaluation Procedures**  
(Detailed descriptions of these assignments are available on Moodle)

## Assignment Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points per</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Personal Code of Ethics paper</td>
<td></td>
<td>prepare a 5-page personal ethical code with reference to at least five areas listed below. Review what the ethical code for your profession requires, any related state law, and then write about what it means to you, and how you will carry it out in practice.</td>
<td>20pts</td>
</tr>
<tr>
<td>Quiz</td>
<td></td>
<td>The exam is a multiple choice format focused on the Corey text and class lectures, you may take this as many times as you need to until you receive 100%. This will not be graded.</td>
<td>0</td>
</tr>
<tr>
<td>Substantive postings</td>
<td>Twice weekly</td>
<td></td>
<td>36 pts</td>
</tr>
<tr>
<td>Responses to 2 other postings per week</td>
<td>Twice weekly</td>
<td></td>
<td>18 pts</td>
</tr>
</tbody>
</table>
| SPT-4 questions | 1. What professional discipline(s) do you intend to identify with and how will you stay current and competent with the changing ethical codes, legal rules, and licensure requirements of your selected discipline? Include both legalistic and aspirational ethical concerns.  
2. An extended case study illustrating how state rules, legalistic and aspirational ethics, and personal values pertain to the case and your ethical decision-making. Utilize the decision-making model you plan on using in your practice. Choose the case from the textbook or your work or internship setting.  
3. Identify areas of ethical practice that you know right now are growing edges for you and describe why these areas are difficult and what your plan is to monitor your reasoning in these areas. Include your plan to learn and grow in these areas. | 22 pts |
1.2 Grading:

A  90% + and 1 or fewer late assignments
B  80% + and/or 2 late assignments
C  70% +
R  <69% and/or 3 late assignments

1.3 Upload assignments to the appropriate area of the AGS 521 Moodle course page.

1.4 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will not be graded. You can earn a maximum of 36 points in this required activity.

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.</td>
</tr>
<tr>
<td>3</td>
<td>Above Average</td>
<td>Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>Comments lack two or three of the required qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important netiquette rules often fall within this category.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal</td>
<td>Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.</td>
</tr>
</tbody>
</table>
7.4 Peer Responses

Peer responses can earn 1.0 point per each peer response (with the total of 2 points per unit, and a maximum of 18 points per course). Peer responses are graded on accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not be graded.

In these responses, you will a) bring another aspect to the discussion, add a new insight to already offered ideas; b) find additional scholarly support for your classmate’s position and demonstrate that you have done some good additional reading on the issue; c) reply to a group of your classmates by comparing or contrasting their stated positions, or probing, offering a counter-thought; and/or d) integrate your classmates’ observations into your original position (whether supportive or not).

In meeting at least one of the above (a-d) requirements, a good peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. While offering a good challenge in your peer responses, please don’t forget that validation and respect are two integral rules in any scholarly conversation.

7.5 SPT Description, timeline (deadline), and assessment (rubrics or an explicit narrative)

7.6 Final course assignment(s), timeline (deadline), and assessment (rubrics or an explicit narrative)

8. On-Line Discussions or Activities

On-line classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing on-line discussions:
8.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

8.2 NEVER post to the courseroom content:
   - That is known to be illegal,
   - That is potentially harassing, threatening, or embarrassing,
   - That might be offensive and might be received as disrespectful in any way.
   - That is vulgar or sexually explicit

8.3 The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

8.4 Students are encouraged to not overuse exclamation marks!!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

8.5 On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

8.6 During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

8.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.

8.8 If the expectations in professional communication or other expectations specific to unique nature of online scholarly activities are not met, the concerning issue will be addressed with involvement of Program Director (or Academic VP, if needed or determined by the PD as requiring higher level of intervention). A student or a faculty member may raise the issue.
8.9 Any off-list communication between student and faculty will be conducted through Moodle, or redirected to Moodle of a student starts it via conventional private e-mailing.

9. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 30 hours to complete.

An integrative, SPT experience can be based on an individual project or a group project.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

SPT specifics for this course are posted on Moodle.

10. Writing Guidelines including APA Format

10.1 All written assignments in courses at the Adler Graduate School, including those submitted in on-line 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).

10.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

10.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

10.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather,
it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

11. ATTENDANCE and Participation Policy

11.1 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.

11.2 You are expected to attend all the course learning activities. In the AGS asynchronous on-line courses, you attend the class by complying with posting and other submission deadlines.

11.3 In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with on-line instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning for the five weeks of coursework. You will have until Tuesday night (11:59 PM CST) for the first question and Friday night (11:59 PM CST) for the second question to submit your original response.

11.4 Your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit.

11.5 You will then have until Wednesday night (11:59 PM CST) and Saturday night (11:59 PM) to respond to at least two of your classmates’ postings for each question (four responses per week). You will see occasional variations from that common practice, depending on specific needs in your classes. Your course instructor will provide you with more specific information.

11.6 You can post your peer responses at any time between Monday and Wednesday (for discussion topic One) and between Friday and Saturday night (for discussion topic Two), but not before you post your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original pasting, whether individually or in a summary format.

11.7 It is the AGS attendance policy that student have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Not complying with posting deadlines or not posting at all will be counted as a missed class.
12. Participation Disclaimer

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.

In an online course, class participation is defined by the thoroughness of the assignments turned in.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.

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 readily available.

13. 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.

14. 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.

15. 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.

16. Instructor Contact Information
Debra Orbuch Grayson M.S., LMFT

Please email me through Moodle with questions or concerns.
Work # 612-419-5638
Office Hours: Wednesdays 10:00 – 1:00