1. **Course Designation and Identifier**

   1.1 Adler Graduate School
   1.2 Course number 521- Online
   1.3 Values, Ethics & Legalities
   1.4 Two (2) 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.

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

   3.1 Required texts:


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, 6g, 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. 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.
<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Topic</th>
<th>Learning Outcomes</th>
<th>Knowledge, awareness, &amp;/or skills developed in each unit</th>
<th>Reading and other sources</th>
<th>Assesment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction; virtue ethics vs. principle ethics; counselor awareness and impact</td>
<td>4.1, 4.2</td>
<td>Ethical decision making, counselor as person and professional</td>
<td>Corey, Corey &amp; Callanan- Chapters 1-3; Paul &amp; Elder- whole book</td>
<td>posting</td>
</tr>
<tr>
<td>2.</td>
<td>Professional competence</td>
<td>4.3, 4.4, 4.5</td>
<td>Client rights and counselor responsibilities; legal issues</td>
<td>Corey, Corey &amp; Callanan: Chapters 5, 8</td>
<td>posting</td>
</tr>
<tr>
<td>4.</td>
<td>Multiculturalism and ethics</td>
<td>4.6</td>
<td>Diversity issues and cultural values</td>
<td>Corey, Corey &amp; Callanan: Chapter 4; MLK Jr whole book</td>
<td>posting</td>
</tr>
<tr>
<td>5.</td>
<td>Theory, practice, and supervision</td>
<td>4.8, 4.9</td>
<td>Use of theory as foundation, testing, supervision</td>
<td>Corey, Corey &amp; Callanan: Chapter 9 &amp; 10</td>
<td>posting</td>
</tr>
<tr>
<td>6.</td>
<td>Family therapy and Group Counseling</td>
<td>4.8</td>
<td></td>
<td>Corey, Corey &amp; Callanan: Chapter 11 &amp; 12</td>
<td>posting</td>
</tr>
<tr>
<td>7.</td>
<td>Counseling and community</td>
<td>4.10</td>
<td>Adler’s input, social interest, social justice</td>
<td>Corey, Corey &amp; Callanan: Chapter 13; MLK book</td>
<td>posting</td>
</tr>
<tr>
<td></td>
<td>Final Course Assignment</td>
<td></td>
<td></td>
<td>APA style manual</td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td>Personal ethics paper</td>
<td>all</td>
<td>Application of learned material</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other assignments (if applicable)</td>
<td>Quiz 1, 2, 3</td>
<td>Client rights and counselor responsibilities</td>
<td>Rubric in Moodle</td>
<td></td>
</tr>
</tbody>
</table>
7. Assessment/Evaluation Procedures
(Detailed descriptions of these assignments are available on Moodle)

7.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular postings</td>
<td>Dates on Moodle Page</td>
<td>Total of 28 in 7 units</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>Peer postings</td>
<td>Dates on Moodle Page</td>
<td>Total of 14 in 7 units</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Posted on Moodle page</td>
<td>5 points each; 15 points total</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>Final paper</td>
<td>Posted on Moodle page</td>
<td>20 points possible</td>
<td>Per course outline above</td>
</tr>
</tbody>
</table>

7.2 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

7.3 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 28 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>
</tbody>
</table>
Peer Responses

Peer responses can earn up to 2 points per unit, with a maximum of 14 points total. 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.

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

Your Personal Ethical Code paper should include how you plan to address the following issues in your work. This paper should be 8 to 10 pages, which includes your reference list. Please separate these issues into the following sections:

1. Welfare of Clients
2. Responsibility
3. Self Awareness
4. Multiple and Dual Relationships
5. Boundary Issues

Using your state law, address what these issues mean to you and how you will carry them out in practice. This is meant to be an in-depth paper which uses our readings as references but brings your own thoughts and specific plans for how you will address these issues as they arise in your work. This should not be a repeat of the information in our readings, but based on your original thoughts. You should use course readings as scholarly support in your paper (e.g., citations and a reference list). For ease of communication, you may use first person language when sharing your own thoughts, but
please use APA formatting when citing sources and listing references. Please include a Case study illustrating how state rules, legalistic and aspirational ethics and your personal values will be applied in your work. This can be a case from the textbook or from your work or internship site. Make sure to protect the confidentiality of any clients.

<table>
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<tr>
<th>Points Possible</th>
<th>Criteria</th>
</tr>
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<tr>
<td>20 (equal to 100%)</td>
<td>Final Paper demonstrates superior work: free of spelling and grammar errors; full compliance with APA format in references and throughout paper (headings, margins, font, in-text citations, double spacing, title pg, abstract, references); only quality sources were used (peer-reviewed journal articles within last 5 yrs, no wiki sources, only one scholarly website if any, current books within last 5 years); logical and coherent progression exists from one section to the next with transition sentences; conclusions presented are clear, thorough and flow from the discussion in the paper</td>
</tr>
<tr>
<td>19 (equal to 95%)</td>
<td>Final paper demonstrates outstanding work: no more than 2 spelling and/or grammar errors; no more than 2 errors with APA format in references and throughout paper; only quality sources were used; logical and coherent progression from one section to the next but may be missing transition sentences; conclusions are present and mainly clear with links to the discussion</td>
</tr>
<tr>
<td>18 (equal to 90%)</td>
<td>Final paper demonstrates excellent work: no more than 3 spelling and/or grammar errors; no more than 3 errors with APA format in references and throughout paper; the majority of sources were quality sources; logical and coherent progression is present for majority of the paper; conclusions are present but may be not as thorough or as connected to the discussion</td>
</tr>
<tr>
<td>17 (equal to 85%)</td>
<td>Final paper demonstrates solid work: no more than 5 spelling and/or grammar errors; no more than 5 errors with APA format in references and throughout paper; most of the sources were quality sources; logical and coherent progression is present for some of the paper and may suffer due to spelling and/or grammar mistakes and/or missing relevant information; conclusions are included but barely linked with discussion</td>
</tr>
<tr>
<td>16 (equal to 80%)</td>
<td>Final paper demonstrates acceptable work: no more than 8 spelling and/or grammar errors; no more than 8 errors with APA format in references and throughout paper; some of the sources were quality sources; logical and coherent progression is present for portions of the paper and may suffer due to spelling and/or grammar mistakes and/or missing relevant information or incorrect information; conclusions are included but no link with the discussion</td>
</tr>
<tr>
<td>15 (equal to 75%)</td>
<td>Final paper demonstrates below average work: 10 or more spelling and/or grammar errors; 10 or more errors with APA format in references and throughout paper; a few of the sources were quality sources; logical and coherent progression is missing in the paper and may suffer due to spelling and/or grammar mistakes and/or missing relevant information or incorrect information; conclusions are missing</td>
</tr>
</tbody>
</table>
Final paper demonstrates little effort: **15 or more** spelling and/or grammar errors; **15 or more** errors with APA format in references and throughout paper; only one or two of the sources were quality sources; logical and coherent progression is missing in the paper and may suffer due to spelling and/or grammar mistakes and/or to missing or incorrect information; conclusions are missing

Final paper demonstrates minimal effort: **18 or more** spelling and/or grammar errors; **18 or more** errors with APA format in references and throughout paper; only one of the sources were quality sources; logical and coherent progression is missing in the paper; no conclusion section at all

Final paper is unacceptable; Paper lacks all of the criteria and/or violates AGS academic integrity policies

### 7.6 Other assignments (if applicable)

Three quizzes will be spread out over the first 5 weeks in order to assess students’ grasp of the material and discussions. Each is worth 5 points for a total of 15 points for quizzes.

### 7.7 Summary of points

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<td>TOTAL</td>
<td>77 TOTAL points</td>
</tr>
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</table>

### 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. Writing Guidelines including APA Format

9.1 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).
9.2 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).

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

9.4 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.

10. Attendance and Participation Policy

10.1 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.

10.2 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.

10.3 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.

10.4 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.

10.5 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). These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate’s position, reply to a group of your classmates by comparing or contrasting their stated positions, integrate your classmates’ observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate.
10.6 Please post your Peer Responses no later than Wednesday at midnight (for discussion topic One) and no later than Saturday at midnight (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.

10.7 Not complying with posting deadlines or not posting at all will be counted as a missed class.

11. 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 personal disclosure/intimacy that is appropriate for them.

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 on Moodle main page.

12. 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.
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**

Susan Belangee, Ph.D., LPC, NCC, ACS
susanbelangee@aol.com
(678) 570-5809
Canton, GA