1. **Course Designation and Identifier**

1.1 Adler Graduate School  
1.2 Course number 521  
1.3 Values, Ethics & Legalities  
1.4 Two (2) credits  
1.5 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

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. 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

Understanding the foundations of ethical reasoning.

**Position Paper:** Review the *Universal Declaration of Human Rights* (pp. 48-52) in the Paul & Elder booklet.) Identify at least three articles in the Declaration and connect each of them with a corresponding principle from the *Seven Moral Principles* (p. 55 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. Self-awareness (motives, values, temperament, culture, gender)
3. Transference and Counter-transference
4. Personal counseling and counselor impairment
5. Counselor neutrality
6. Spirituality
7. End-of-Life decisions
8. Case study discussion or DVD case scenario

**Reading Assignment:** Corey, Corey & Callanan: Chapters 2 & 3, Read all of *Glossary of Key Terms*; Course Manual pp. 117-131. **Website:** [www.advisorteam.com](http://www.advisorteam.com) complete the Kiersey Temperament Sorter II (Note: The paid version is optional).

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

### 5.3 – Unit 3

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) [http://www.atcb.org/](http://www.atcb.org/)
Read *Ethics & Malpractice* in Course Manual, pp. 171-175.

**Position Paper:** After reading *Ethics & Malpractice* (pp. 171-175 in Course Manual) identify at least three cognitive fallacies you suspect you might be susceptible to under pressure and what you could do to catch these before they influence your decision-making.
5.4 – Unit 4

1) Confidentiality and Privileged Communication
2) Counseling, technology and HIPAA
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


Position Papers: 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

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

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 exam
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

**Position Paper:** Review the *Seven moral principles for ethical decision-making* on p. 55 of the Course Manual. Identify the top three principles which appear to be 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

**Reading Assignments:** Corey, Corey & Callanan: Chapters 7 & 11. Read *Dual relationships* in Course Manual, pp. 211-222

**Position Paper:** Read *Dual Relationships* (pp. 211-222 in Course Manual). First, state clearly and specifically the difference between multiple and dual relationships. Second, identify three ways in which a client could be harmed by a dual relationship.

### 5.8 – Unit 8

1) In-class 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

**Position Paper:** Read *AGSW best practice guidelines* (Course Manual, pp. 227-235). 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 possible consequences for the group and the member violated, and (3) what you would do to manage the situation.
5.9 – Unit 9

1) In-class Final Quiz
2) 10-minute presentations (if any left).
3) Course evaluations by students.

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 Procedures

<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 due the next class after first meeting</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>4 points per unit 36 total possible</td>
<td>4.1-4.9</td>
</tr>
<tr>
<td>10-Minute In-Class Presentation</td>
<td>Unit 6</td>
<td>20 total possible</td>
<td>4.1-4.9</td>
</tr>
<tr>
<td>In-Class Mid-term Quiz</td>
<td>Unit 6</td>
<td>6 total possible</td>
<td>4.1-4.9</td>
</tr>
<tr>
<td>Final In-Class Quiz</td>
<td>Unit 9</td>
<td>6 total possible</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.
8.1 Lectures
8.2 Weekly Position Papers
8.3 10-Minute In-class Presentations
8.4 Case Study/Audio-Visual Scenario Analyses
8.5 In-Class Mid-term Quiz
8.6 In-Class Final Quiz

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.

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 2 class units, the decision whether to allow a 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 expected and graded. 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
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**

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