Adler Graduate School

Richfield, MN 55423

AGS Course 521.3 – Values, Ethics, and Legalities in Mental Health Counseling – Fall 2017

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 521.3
1.3 Ethics and Legal Issues in Mental Health Care
1.4 One (1) credit
1.5 Prerequisite(s): 521

2. Course Description

The course focuses on ethical and legal issues specifically applied to the practice of mental health counseling. Based on case studies, students will explore contemporary application of ethics to practice within the managed care system, working with multidisciplinary teams, cross-cultural implications for practice and supervision, and impact of technology on all facets of mental health care.

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

3.1 There is no required text for this course: You will be required to utilize current ethical journal articles relevant to the unit discussion postings.

3.2 You will need to have a free account with VoiceThread.com in order to complete your final project and participate in the final discussion.

3.2 Some of these articles are optional reading; required reading is listed on the course outline table and provided within each unit on the Moodle course page:


National Board of Certified Counselors (2016). NBCC Policy regarding the provision of distance professional services.


**Students are also expected to consult the website for the counseling licensure board of the state in which they reside and states where they may want to conduct counseling activities.**

**Students will need to have a free VoiceThread account at voicethread.com.**

4. **Competencies and Outcomes**

   Upon successful completion of this course, students will:

1. Be familiar with the ACA Code of Ethics (2014) and with the NBCC Code of Ethics (2012) (CACREP standard 2.1.i)
2. Be able to identify sections of the Code of Ethics that apply to different situations they may encounter as professional counselors. (CACREP 2.1.i)
3. Be familiar with one or more ethical decision-making models and be able to apply at least on ethical decision-making model to solve an ethical dilemma. (CACREP 2.1.i)
4. Understand the ethical and legal implications of practicing counseling in the age of technology, and be able to make decisions about distance practice of counseling grounded on strong ethical reasoning. (CACREP 2.1.j)
5. Understand the ethical challenges of practicing in the era of managed care and be able to make sound ethical decisions about how to work with managed care. (CACREP 2.1.b, 2.1.c, and 2.1.e)

6. Be cognizant of the need to develop multicultural competence in order to adequately serve all clients and of the ethical and legal implications of allowing personal values to interfere with client care. (CACREP 2.1.i, 2.2.c, and 2.2.g)

5. **Course Overview**

5.1 AGS one credit courses have the same total duration as residential courses – 5 weeks of in-class work – without the two extra weeks after the end of the section to complete special projects (this course has no special project). You should expect to spend approximately 45 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.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least one substantive posting 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 online 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) as well as other professional literature such as the ACA and NBCC codes of ethics. Use APA style and format requirements in referencing sources.

6. **Course Outline**

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Topic</th>
<th>Learning Outcomes</th>
<th>Reading and other sources</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Face-to-face meeting via Zoom</td>
<td>Foundations of Ethical Practice. The ACA and NBCC Codes of Ethics and Ethics Principles Informed Consent</td>
<td>• General knowledge of the ACA and NBCC Codes of Ethics • Understanding of principle ethics and how it applies to professional</td>
<td>ACA Code of Ethics NBCC Code of Ethics Informed Consent document, final project, and Quiz</td>
</tr>
<tr>
<td>Assignment (Informed Consent document) due on 11/17</td>
<td>Counseling</td>
<td>Levitt &amp; Aligo (2013)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continuation of Care and Standards of Practice</td>
<td>ACA Code of Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• General knowledge of the ACA and NBCC Codes of Ethics</td>
<td>Granello and Witmer (1998)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding of standards of care and their application to the practice of counseling</td>
<td>Wade (2015b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand the continuation of care ethical procedures (CACREP 2.1.i)</td>
<td>Wheeler (2014a,b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical and Legal implications of the use of technology in counseling</td>
<td></td>
<td>Discussion and Quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Knowledge of the advantages, disadvantages, and ethical and legal implications of the use of technology in professional counseling</td>
<td>ACA Code of Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ability to identify ethical standards that apply to the use of technology in professional counseling</td>
<td>(2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ability to identify and prepare for meeting legal and requirements related to the use of technology in counseling</td>
<td>NBCC Policy Regarding the Provision of Distance Services (2016)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(CACREP 2.1.j)</td>
<td>Close (2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Klaus &amp; Hartshorne (2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>McAdams II &amp; Wyatt (2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sude (2013)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wade (2015a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wade &amp; Daniel-Burke (2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical Practice and Managed Care</td>
<td></td>
<td>Discussion and Quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understanding of the potential ethical challenge of working with clients in the era of managed care</td>
<td>ACA Code of Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ability to identify sections of the ACA Code of Ethics</td>
<td>(2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Braun and Cox (2005)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coen (2006)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACA Code of Ethics that may apply to ethical conflicts caused by the intersection of client needs and managed care. (CACREP 2.1.b, 2.1.c, and 2.1.e)

Wilcoxon et. al (2008)

5.
Final project due 12/11
Discussion of final projects due 12/13

Values-based Conflicts
Applying Ethical Decision Making Models

- Understanding of the complexity and significance of values-based conflict in professional counseling
- Ability to identify values-based conflicts in a counseling relationship
- Ability to identify articles of the ACA Code of Ethics that apply to the resolution of values-based conflicts
- Familiarity with a decision-making model for solving conflicts in professional practice. (CACREP 2.1.i, 2.2.c, and 2.2.g)

ACA Code of Ethics (2014)
Choudhuri & Kraus (2014)
Francis & Dugger (2014)
Herlihy, Herman, & Greden (2014)
Kaplan (2014)
Kocet & Herlihy (2014)
Wade, M.E. (2015b)
Forrester-Miller & Davis (1996)
Welfel (2012)

Final Project presentation (PowerPoint) and discussion, both using VoiceThread.

Special Project Time (SPT)
THERE WILL BE NO SPECIAL PROJECT IN THIS COURSE

7. Assessment/Evaluation Procedures
(Detailed descriptions of these assignments are available on Moodle)

7.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums – Units 2, 3, and 4</td>
<td>Dates on Moodle page</td>
<td>18</td>
</tr>
<tr>
<td>Original Posts: 4 points each (12 points total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses to Peers: 2 per unit, 1 point each (6 pts total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informed Consent document</td>
<td>11/17</td>
<td>10</td>
</tr>
<tr>
<td>Quiz</td>
<td>12/8</td>
<td>10</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td>Final project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation: 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion of Peer Project: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

7.2 **Grading:** [Based on total points for the class]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100 percent of the grade</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 percent of the grade</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 percent of the grade</td>
</tr>
<tr>
<td>B</td>
<td>83-86 percent of the grade</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 percent of the grade</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 percent of the grade</td>
</tr>
<tr>
<td>C</td>
<td>70-76 percent of the grade</td>
</tr>
</tbody>
</table>

R – Retake – No effect on GPA
Quality of student work does not meet minimum course criteria. However, upon repeating the course there is a strong likelihood that the course criteria will be met.

NC – No Credit – Enters on transcript as 0.0 and has strong impact on GPA (effective 10/1/13)

Students may be issued a grade of “No Credit” if any of the following conditions are met:
  1. Did not attend class.
  2. Missed numbers of class periods in excess of School course attendance policy.
  3. Did not properly notify administration of a withdrawal.
  4. Plagiarized work for the course.

If an incomplete has not been resolved 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 NC and the course must be repeated. This grade may only be issued by the Academic Vice President or designee. Refunds made on a case-by-case basis.

**Please note:** Failure to complete the informed consent document, quiz, or the final project will result in an NC, independently of whether points obtained in other portions of the course might be enough for a passing grade.


After watching the PowerPoint presentation about the informed consent process in counseling and becoming familiar with sections of the ACA Code of Ethics (2014) that are relevant to informed consent, students will develop an informed consent document that they would use in a fictitious private practice. Detailed instructions for this assignment are available in the Moodle course page and will be discussed during the Zoom meeting on 11/14.
7.4 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will have two points deducted for every late post. You can earn a maximum of 12 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>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>The comment lacks all four qualities or in violation of AGS academic integrity policy</td>
</tr>
</tbody>
</table>

7.5 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 6 points for the 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 not be graded.

You are required to post responses to at least 2 of your peers original posts in each discussion forum; if the course has fewer than 3 students, you are expected to post responses to questions posted by the instructor in response to your or your colleague’s original post. 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; and/or 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.

Your instructor will respond to all original posts, either individually or in a combined form. These responses will frequently include additional information and/or open new avenues for
consideration. Students are encouraged but not required to engage in these new conversations started by the instructor. Engagement in these conversations does not substitute for the required peer responses described above.

7.6 SPT Description, timeline (deadline), and assessment - This course has no SPT

7.7 Quiz – 10 points

This is a true/false and multiple-choice quiz that covers all aspects of the ACA Code of Ethics (2014). More details available in the Moodle course page.

7.8 Final course assignment – 12 points

Final Project is due on the 12/11/2017.

Specific Instructions for this project will be available in the corresponding section of the Moodle course page.

This project will be delivered as a PowerPoint presentation, with the use of Voice Thread.

Responding to at least one of your colleagues’ projects is an integral portion of this assignment. Responses are due on Wednesday 12/13.

Ethical considerations dictate that clients are not used for this assignment. You may not use any client information, no matter how well disguised. Please use your judgment in deciding to reveal any other information that may belong to your employer or any other entity or an individual. Please consult with me when in doubt.

8. Online Discussions or Activities

Online 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 online discussions:

8.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

8.2 NEVER post to the courseroom content:
  o That is known to be illegal,
  o That is potentially harassing, threatening, or embarrassing,
  o That might be offensive and might be received as disrespectful in any way, or
  o 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 Online 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 online 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 online 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)

In this course there is no SPT

10. Writing Guidelines including APA Format

10.1 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).
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

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.

This course is divided into five units. The fifth unit in the course is a final project. 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 ¾ hours of class time (aside from the hour of class activities, in a ratio of 2 hours for every on-class (in-unit hour). If a student misses more than 1 class unit, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss two 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 attendance requirements by complying with posting and other submission deadlines. Students who post an original post but do not post peer responses will qualify for half attendance; in order to qualify for a passing grade students must attend a minimum of 4 of the 5 class sessions (i.e. no more than 1.0 miss, be it missing one unit or 2 half-units).

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. In this course there will be no make up work for missed deadlines. Late original posts, if posted prior to the deadline for peer responses, will have two points deducted from the original grade; original posts and peer responses posted after the deadline for peer responses will not be graded and will receive zero points. The quiz will not be available for taking after the deadline. Submission of the final project between the project-submission deadline (12/11) and the deadline for comments (12/13) requires permission from the instructor. Projects will not be accepted after the deadline for comments (12/13).
Specific courses may have additional attendance requirements based on the structure of the course. Those specifics are listed here:

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 online 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 online 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 at least two weeks in advance 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. **This item does not apply to this course.**

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 Original Posts for this course are due on Monday night, and peer responses are due on Wednesday night. Although you are not required to respond to your instructor’s postings in reply to you and your colleagues, you are encouraged to participate in any of the new discussions she invites, as a way to maximize learning. In addition, if your original post does not initially receive the maximum grade of 4 points, your instructor will reply with comments and/or questions aimed at giving you a chance to further develop an idea and receive the full grade; you are expected to respond to these prompts.

11.6 You can post your peer responses at any time between Monday and Wednesday, 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 posting, whether individually or in a summary format.

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

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

Active participation in class discussions/exercises/demonstrations is expected.

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.

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**

Solange Ribeiro, PhD  
Core Faculty  
Clinical Mental Health Counseling Program  
Cell Phone: 205-243-7162  
Office Email: Solange.ribeiro@alfredadler.edu

Updated 8/15/17