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

AGS Course 521.8

Values, Ethics, and Legalities in COD

Spring 1, 2015
May 18 - June 22 2015

1. Course Designation and Identifier

   1.1 Adler Graduate School
   1.2 Course number 521
   1.3 Values, Ethics & Legalities
   1.4 One(1) credit
   1.5 Prerequisite: 511 or 710 and 521

2. Course Description

This course provides an overview of the ethics and legal issues affecting professional practice in working with co-occurring disorders. Students will explore the ethical and legal requirements found in direct care, and current issues in the clinical helping professions as well as professional roles, functions and relationships in the field of COD.

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

3.1 Required texts:

3.1.1: SAMHSA (rev. 2013), Substance Abuse Treatment for Persons With Co-Occurring Disorders, Chapter. 8+9 (pages 213-253) US Department of Health and Human Services, available at:


3.1.2: Minnesota Certification Board (2014), Code of Ethical Conduct -Co-Occurring Disorders Professionals, available at:


3.1.3: Rick Moldenhauer (2014) Ethics Presentation (provided by instructor)
3.1.4: Minnesota Statute 148F.001 – 148F.205, available at:
https://www.revisor.mn.gov/statutes/?id=148F.01

3.1.5: National Association of Alcohol and Drug Abuse Counselors (2011) Ethical Standards of Alcoholism and Drug Abuse Counselors, available at:


4. Competencies and Learning Outcomes

Students in this course learn application of the following competencies to the treatment of COD:

4.1 To understand and distinguish legalistic and aspirational ethical standards;

4.2 To understand and apply a model for ethical decision-making;

4.3 To understand a broad continuum of professional ethical issues and obligations;

4.4 To understand the application of ethical standards in the context of ambiguous situations;

4.5 To understand legal and aspirational ethics related to licensure standards;

4.6 To understand multicultural and diversity themes associated with the application of ethical standards;

4.7 To understand legal and ethical standards concerning counseling and consultation utilizing online and other technological media;

4.8 To understand legal and ethical standards as applied to counseling modalities, supervision, and consultation;

4.9 To understand legal and ethical standards related to diagnosis, testing, assessment, and research;

4.10 To understand the ethics of professional advocacy for the profession and social justice;
6. **Course Outline**

The course has FOUR Learning Modules (see grid below) an AM and PM session for each day we are meeting. There are also TWO assignments and ONE quiz.

<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>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 5/31/2015</td>
<td>Ethical Reasoning, Ethical Decision Making,</td>
<td>4.1, 4.2. 4.5; 4.10</td>
<td>Ethical decision making, counselor as person and professional</td>
<td>3.1.1 (Chapters 8 &amp;9)</td>
<td>Interpretation Paper</td>
</tr>
<tr>
<td>2. 5/31/2015</td>
<td>Professional competence</td>
<td>4.3, 4.4, 4.5; 4.2; 4.5; 4.6; 4.9</td>
<td>Client rights and counselor responsibilities; legal issues; impaired clinician and self-care</td>
<td>3.1.4; 3.1.3</td>
<td>Interpretation Paper</td>
</tr>
<tr>
<td>3. 6/14/2015</td>
<td>Informed Consent and Privileged Communication</td>
<td>4.2; 4.3; 4.7; 4.9</td>
<td>Ethical and legal issues; confidentiality, awareness of confidentiality issues with special groups (limited capacity to consent and other issues)</td>
<td>3.1.6</td>
<td>Interpretation Paper</td>
</tr>
<tr>
<td>4. 6/14/2015</td>
<td>Boundaries and Multiple Relationships</td>
<td>4.3; 4.4; 4.8</td>
<td>Diversity issues and cultural values</td>
<td>3.1.4;3.1.2; 3.1.5</td>
<td>Final Paper</td>
</tr>
<tr>
<td>4.6/14/2015</td>
<td>Quiz</td>
<td></td>
<td>comprehensive</td>
<td>In class</td>
<td></td>
</tr>
</tbody>
</table>
7. Assessment/Evaluation Procedures and Grading

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>Interpretation Paper</td>
<td>6/10/2015</td>
<td>30 points</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Each class day</td>
<td>10 points</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>Quiz</td>
<td>Administered in class</td>
<td>10 points</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>Final paper</td>
<td>6/24/2015</td>
<td>50 points</td>
<td>Per course outline above</td>
</tr>
</tbody>
</table>

7.2 Grading

A  90-100 percent
B  80-89 percent
C  70-79 percent
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.
7.3 Grading Rubric for all Submitted Work

<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>

7.4 Interpretation Paper
Students will be provided with 5 ethical Case Studies. They will Choose 3 of these case studies and write a paper for each.
Each paper must discuss:
A brief overview of the situation
Which part of the patient’s Bill of Rights was investigated/violated
What the Ethical dilemma may have been for the clinician at the time of the incident.
Your reaction to the report
What you can learn from this incident
How you will apply what you learned to your work as a practitioner

7.5 Final course assignment, and assessment due by 5pm, June 24th, 2015
Explain, using examples from readings, how you will formulate your ethical decision making process for COD clients. In your explanation, explain your rubric/decision making tree and how you will incorporate both legal and ethical requirements.

The assignment is worth 50 points.
There will be no SPT in this class.
7.6 Other assignments (if applicable)

A final quiz – 20 questions x 0.5 points worth each = 10 points

7.7 Summary of points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation Paper</td>
<td>30 points</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>10 points</td>
</tr>
<tr>
<td>Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>Final project</td>
<td>50 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 TOTAL points</td>
</tr>
</tbody>
</table>

8. Discussions or Activities

On campus 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.

9. Writing Guidelines including APA Format

9.1 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).

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. As this course only meets twice your attendance to the full day’s is mandatory to be eligible for a passing grade.

10.3 Your first assignment is due no later than **11:59pm 6/10/15**. The final paper is due no later then **5pm 6/24/15**

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**

   Jill Hubble MSED, LPCC, LADC

   **Jill.Hubble@alfredadler.edu**