Adler Graduate School  
Richfield, MN 55423  

AGS Course 521.3 –  
Values, Ethics, and Legalities in Mental Health Counseling – Summer II 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/class meetings.

   3.2 Some of these articles are optional reading; required reading is listed on the course outline table:
READING/RESOURCE LIST:


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.**
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)
2. Be able to identify sections of the Code of Ethics that apply to different situations they may encounter as professional counselors.
3. Be familiar with one or more ethical decision-making models and be able to apply at least one ethical decision-making model to solve an ethical dilemma.
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.
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.
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.

5. Course Overview

5.1 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 grades are submitted.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances).

5.3 Please stay current and engaged in the class. Generally, you will be expected to complete reading assignments and fully participate in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each class unit.
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.

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>
</table>
| Unit 1-Thurs 8/17 | Foundations of Ethical Practice: The ACA and NBCC Codes of Ethics | • General knowledge of the ACA and NBCC Codes of Ethics  
• Understanding of standards of care and their application to the practice of counseling  
• Ability to identify in the ACA Code of Ethics articles that may apply to different ethical dilemmas found in the practice of professional counseling  
• Understanding of principle ethics and how it applies to professional counseling | **Please be familiar with the following before class time:**  
| Unit 2-Thurs 8/24 | The legal and ethical implications of the use of values-based conflicts in counseling | • 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 of a decision-making model for solving value-based conflicts in professional practice. | Please be familiar with the following before class time:  
| --- | --- | --- | --- |
| Unit 3-Thurs 8/31 | Ethical and Legal implications of the use of technology in counseling | • Knowledge of the advantages, disadvantages, and ethical and legal implications of the use of technology in professional counseling  
• Ability to identify ethical standards that apply to the use of technology in professional counseling  
• Ability to identify and prepare for meeting legal and requirements | Please be familiar with the following before class time:  
<table>
<thead>
<tr>
<th>Unit 4-Thurs 9/7</th>
<th>Ethical Practice and Managed Care</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Ability to apply ethical decision-making models to the solution of ethical conflicts related to managed care.</td>
<td></td>
<td>Please be familiar with the following before class time:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion and Quiz #4</td>
</tr>
</tbody>
</table>

| Unit 5-Thurs 9/14 | Ethical Decision-making models | Understanding of decision making models and how they apply to ethical professional counseling | Please be familiar with the following before class time: Decision Making Models Handouts | Group Presentation |

7. **Assessment/Evaluation Procedures**

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>Class participation and Quiz #1</td>
<td>In class</td>
<td>10</td>
</tr>
<tr>
<td>Class participation and Quiz #2</td>
<td>In class</td>
<td>10</td>
</tr>
<tr>
<td>Class participation and Quiz #3</td>
<td>In class</td>
<td>10</td>
</tr>
<tr>
<td>Class participation and Quiz #4</td>
<td>In class</td>
<td>10</td>
</tr>
<tr>
<td>Group participation and In Class Case Analysis/Decision-Making Model Presentation</td>
<td>In class</td>
<td>35</td>
</tr>
<tr>
<td>Final project (due two weeks after last class meeting)</td>
<td>9/28/2017</td>
<td>25</td>
</tr>
</tbody>
</table>

TOTAL Point Value for class 100
7.2 Grading: [Based on total points for the class]

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

R Retake
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
Students may be issued a grade of “No Credit” if any of the following conditions are met:
- Did not attend class.
- Missed numbers of class periods in excess of School course attendance policy.
- Did not properly notify administration of a withdrawal.
- 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.
7.3 Final Project is due on: **September 28, 2017**—emailed to instructor

Conduct a web search or find a newspaper article exemplifying a case that presents an ethical or legal dilemma related to counseling. Select an example that a counselor in private practice or working for an agency might encounter and do an analysis of the case you found.

1. Identify the possible ethical conflicts.
2. Explain the ethical issues using articles of the ACA Code of Ethics (2014) and rules/statutes of your intended licensing jurisdiction.
3. Apply at least one ethical decision-making model to the case and choose a course of action.
4. Some possible themes for this final project:
   a. Managed care: the importance of ethical behavior in managed care
   b. Cross-cultural issues ethical and legal implications
   c. The age of technology, its use and ethical and legal implications in marriage and family counseling
   d. Any other ethical dilemma related to professional mental health counseling.

Final project should be 3 pages, double spaced. No cover page or headings are required. APA formatting is not required. Please use make sure to cite all sources and include a reference page.

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. **Special Project Time (SPT)**

There is no SPT for this course.
9. **Writing Guidelines**

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 this course 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 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**

Since 1-credit courses are structured according to an intensive schedule, punctual attendance is of prime importance. Students are expected to attend all class meetings.

This course is divided into five units. *If a student misses any of these units,* the decision whether to allow a grade or issue a retake is left to the discretion of the instructor.

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.

**Questions or appeals** about the implementation of the attendance policy may be directed to the Academic Vice President.
11. **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.

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, please inform the instructor before the first session. 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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