1. **Course Designation and Identifier**

1.1 Adler Graduate School
1.2 Course number 521.8 OL
1.3 Values, Ethics, and Legalities’ in COD
1.4 One (1) credit
1.5 Prerequisite: 521

2. **Course Description**

This course focuses on ethical and legal issues specifically applied to the practice of co-occurring addiction and mental health counseling. Based on case studies, students will explore the contemporary application of ethics to practice within the managed care system, working with multidisciplinary teams, cross-cultural implications for practice and supervision, and the impact of the Internet on all facets of addiction and mental health care. Students will continue to develop skills at using Adlerian concepts to the application of ethics and general skills in working with systems and other special clinical populations.

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 Some of these articles are optional reading; required reading is listed on the course outline table:


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


4. **Competencies and Learning Outcomes**

Students in this course learn application of the following competencies to the treatment of co-occurring addiction and mental health counseling:

4.1 Be familiar with the ACA, NBCC, IRCR, and NAADAC Codes of Ethics (CACREP standard 2.1.i)

4.2 Be familiar with one or more ethical decision-making models and demonstrate application of at least one ethical decision-making model to solve an ethical dilemma and other in the context of ambiguous situations (CACREP 2.1.i);

4.3 Be able to identify sections of the Code of Ethics that apply to different situations they may encounter as co-occurring addiction and mental health counselors. (CACREP 2.1.i);

4.4 Understand the ethical challenges of practicing in the era of managed care and can make sound ethical decisions about how to work with managed care. (CACREP 2.1.b, 2.1.c, and 2.1.e)

4.5 Understand the ethics of professional advocacy for the profession and social justice and be cognizant of the need to develop multicultural competence 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);

4.6 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);

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

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

5. Course Overview
The course format is online; which includes asynchronistic discussions, online PowerPoints, and quizzes. The course will occur in an online format via Moodle.
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.

5.1 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.

5.2 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, NBCC, ICR, and NAADAC Codes of Ethics. Use APA style and format requirements in referencing sources.

Course Outline

5.1 Unit 1 Ethical Reasoning, Ethical Decision Making, Tuesday 11/14/2017

1) Introductions and syllabus review
2) Review of ethical principles and pillars
3) Ethical decision making models
4) Review of Codes of Ethics: MCB, NAADAC, ACA, NBCC, AAMFT

5.2 Unit 2 Boundaries and Multiple Relationships Tuesday 11/21/2017

1) Navigating multiple relationships
2) Legal and ethical issues of dual licensure
3) Impaired clinician
**Due 11/26/17 at 6pm: Values Based Reflection Paper**

5.3 Unit 3  Professional Competence  Tuesday 11/28/2017

1) Value-based Conflicts
2) Self-care
3) Case reviews
**Due 12/3/17 at 6pm: Informed Consent Document**

5.4 Unit 4  Informed Consent and Privileged Communication  Tuesday 12/5/2017

1) Ethical and legal issues: mandated reporting
2) Confidentiality and Releases of Information
3) Awareness of confidentiality issues with special groups (limited capacity to consent and other issues)
4) Informed consent
5) Case reviews
**Due 12/10/17 in class: Ethical Decision Making Model Presentations** will be completed in Audio (narrated) PowerPoint format

5.5 Unit 5  Ethical Practice and Managed Care  Thursday 12/14/2017

1) Potential ethical challenges
2) Managed care ethical conflicts
3) Ethical Decision making Model Presentations
4) Wrap up and final questions

6. Special Project Time (SPT)

6.1 There is no SPT for this course

7. Original Discussion Post

The exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course.

Requirements: you will complete at least one substantive posting per week and expected to participate at least two separate days a week. Discussion topics/questions are provided in the Discussion area under each unit area. Original posts are due by 11:59pm on the dates (Tuesdays) indicated on the syllabus.
Discussions will be graded according to the Discussion Posting and Response Rubric. Original posts are graded on a scale of 0-4 points. **You can earn a maximum of 20 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>Exemplary</td>
<td>Posts exceed requirements of the discussion instructions. Comments a) are accurate and relevant; incorporates additional readings outside of the assigned Learning Resources, and/or shares relevant professional experiences; b) demonstrate original/ critical thinking; synthesis and analysis c) use appropriate scholarly support; d) are well written, (e.g., are clear, concise, and use appropriate language; make few errors in spelling, grammar, APA citations, and syntax; 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>Proficient</td>
<td>Posts are responsive to and meet the requirements of the discussion instructions. Posts demonstrate the student's ability to apply, reflect, OR synthesize concepts. meet most graduate-level writing expectations (e.g., are clear; make only a few errors in spelling, grammar, APA, and syntax. Comments lack at least one of the above qualities, but are above average overall, about their content, and make a good contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>2</td>
<td>Progressing</td>
<td>Posts are somewhat responsive to the requirements of the discussion instructions. Posts are not substantive and rely more on anecdotal evidence (i.e., largely composed of student opinion); and/or does not adequately demonstrate that the student has read, viewed, and considered Learning Resources. Comments lack two or three of the required qualities. Comments which are based upon 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>Emerging</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>Needs Improvement</td>
<td>The comment lacks all four qualities or in violation of AGS academic integrity policy</td>
</tr>
</tbody>
</table>

7.1 Peer Responses

You are expected to respond to your fellow students’ postings. You must reply to at least two peers. Peer responses can earn 1.0 point per each peer response (with the total of 2 points per unit, and a maximum of 10 points per 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 reponses are due on the dates (Thursdays) indiciates on the syllabus.

In these responses, you should:
   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; 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.

<table>
<thead>
<tr>
<th>Points</th>
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<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exemplary</td>
<td>Respond significantly contributes to the discussion with all of the above criteria. The information provided is relevant, the presence of scholarly support, and strong academic writing (including compliance with major grammar and punctuation rules and netiquette)</td>
</tr>
<tr>
<td>.75</td>
<td>Proficient</td>
<td>Response lacks at least one of the above qualities, but are above average overall, about their content, and make a good contribution to our understanding of the issue being discussed. the presence of scholarly support, and solid academic writing (minor grammar and punctuation errors)</td>
</tr>
<tr>
<td>.5</td>
<td>Progressing</td>
<td>Response minimally contributes to the discussion, is validating but does not add new insight. Lacks at 2 of the above criteria. the presence of scholarly support, and average academic writing (many grammar and punctuation errors)</td>
</tr>
<tr>
<td>.25</td>
<td>Emerging</td>
<td>Comments present little or no new information, lack three or more of the above qualities.Lacks the presence of scholarly support, and poor academic writing (multiple grammar and punctuation errors)</td>
</tr>
<tr>
<td>0</td>
<td>Needs Improvement</td>
<td>Did not response completed or the comment lacks all four qualities or in violation of AGS academic integrity policy</td>
</tr>
</tbody>
</table>

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
8.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts and Peer Replies</td>
<td>weekly</td>
<td>up to 6 pts x5 = 30 points</td>
<td>All outcomes</td>
</tr>
<tr>
<td>Values-based Reflection Paper</td>
<td>11/26/2017 11:59 pm</td>
<td>25 points</td>
<td>4.2, 4.4, 4.7, 4.8</td>
</tr>
<tr>
<td>Informed Consent Document</td>
<td>12/3/2017 11:59 pm</td>
<td>25 points</td>
<td>All outcomes</td>
</tr>
<tr>
<td>Decision Making Model Presentation</td>
<td>12/10/2017 11:59 pm</td>
<td>50 points</td>
<td>All Outcomes</td>
</tr>
</tbody>
</table>

8.2 Grading: [Based on total points for the class]

- A  93-100 %
- A- 90-92 %
- B+ 87-89 %
- B  83-86 %
- B- 80-82 %
- C+ 77-79 %
- C  70-76 %
- 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.

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 for this course. This course is divided into five (5) units, one unit is equal to one evening session, or roughly 3 ¼ hours of class time.

If a student misses 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 2 or more class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

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:

- You may miss one class, but you cannot make up the in-class participation points for that day

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 encouraged. 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 are available.

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.

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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