

Course Syllabus

ADS 240

CRN 20557

Ethics and Legal Standards Addiction Counselors

Spring 2014 (21 January-16th May 2014)

Instructor: Aruna Patel

Contact Information: aruna.patel@imperial.edu

Office 302 office hours (Appoint by Request)

Phone: 760 355-6579

Course Number: Ethics and Legal Standards Addiction Counselors

Course Time: 6:30PM- 9:40 PM, Tuesday

Course Location: Room 810

Required Text:

- 1. Ethics & Professional Development for Addiction Counselors / Principle. & Guidelines for Licensure, Certification and Re-Certification. By: Marcus M. Mottley, Ph.D.*
- 2. Advanced Applications of Law and Ethics for California Drugs and Alcohol Counselors.*

By: Federico C. Grosso, D.D.S., Ph.D., M.E.T., B.C.F.E., B.C.P.D.

Reference reading:

Fundamentals of Case Management Practice Skills for the Human Services Fourth Edition.

By: Nancy Summers

Course Description:

The course is designed to provide the students with information for reviewing ethical and legal standards required by the industry, state entities, or federal entities and affecting the practice of addiction prevention and addiction counseling of adults and minors. Course will address specific requirements of the judicial system, Department of Children's Protective Services, the Department of Adult Protective Services, and the Department of Mental Health.

Course Objectives:

Upon satisfactory completion of the course, students will be able to:

1. Understand ethical responsibilities to clients, colleagues and various agencies.
2. Understand and deal with ethical dilemmas in the therapeutic setting for individuals, groups and families.
- 3 Reflect on personal ethical framework and ethical issues that arise in a learning environment.
4. Recognize the importance of ethical standards in an addiction counseling work place and the impact on the scope of practice and limitations of an addiction counselor.
5. Restate the confidentiality mandates as related to client treatment, ethical counseling, management of client information in teaching, and conducting research.
6. Identify critical elements of the California Business and Professions Code specific to the scope of practice, competency, licensing, continuing education, and potential disciplinary actions for Certified ADS Abuse Counselors and Certified Addiction Treatment Specialists.

Student's Learning Outcome:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Students will be able to understand legal and ethical responsibilities as they relate to clients, colleagues and agencies.
2. Students will be able to demonstrate the understanding of ethical standards through role play scenarios. Students will be able to identify personal ethical framework and discuss how it relates to counseling.
3. Will be able to demonstrate appropriate interaction with addicted clients in the Addiction.

Grading Criteria:

**ADS 240 must be taken on a "letter grade" basis only.

The breakdown of this course is on a grade point scale:

A	270 – 300 points
B	240 – 269 points
C	210 – 239 points
D	180 – 209 points
F	0 – 179 points

The breakdown of this course is on a grade point scale:

Assignment	Total Required	Point Value	Total Points	% of Total Grade
Tests	3	30	90	30%
Written Thought paper Assignments	1	25	25	8.33%
Group work in class	5	5	25	8.33%
Research Assignment	1	50	50	16.67%
Final Exam	1	100	100	33.33%
Attendance		10	10	3.33%

****Extra credit assignments may be discussed with the instructor. (Max. 20pts)**

No makeup tests in this class.

No late assignments accepted for grade points.

Attendance:

Students are expected to attend each class lecture as scheduled and remain present for the duration of the classroom session. Attendance is crucial and highly recommended, as it counts for 3.33% toward your final grade. Any student who misses the first day of class will be dropped. Students missing more than 3 hours' worth of class may be dropped or student missing more than a week of class hours continuously will be dropped too. Any student arriving late more than 3 times (tardy) will be marked with one absence. Three absences at any time are grounds for dropping the student from rest of the semester.

STUDENT ABSENCES

Instructors are required to clear their rosters of inactive enrollment as of census.

Inactive enrollment in a course is defined as the following:

As of each census day, any student who has

- (1) Been identified as a no show, defined as a student who fails to attend the first class meeting. For online classes, it is a student who fails to complete the initial required activity,**

OR

- (2) Been dropped for excessive absences, defined as a student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week.**

An instructor may drop a student after census and up until the final drop deadline (75% of the course) if the student has excessive absences and is no longer

participating in the class as long as said procedures are specifically noted in the class syllabus. However there is no responsibility on the part of the instructor to do so.

Generally, students can be judged to be “not participating” in the class if they are absent continuously for more hours than the class meets weekly. Thus, if a student misses a week of class plus one more session, they can be dropped.

Allowances of absence may be made by the instructor on a “case-by-case” basis for special circumstances (i.e.: medical necessity, family/personal tragedy) provided the intent of the IVC attendance policies and the objectives of this course are adhered to. Should a student be absent from class, proper notification to the instructor need be made via email. Instructor must be contacted prior to missing an exam except in a documented emergency situation. There is no make-up test for this class.

It is the responsibility of the individual student to obtain class materials, handouts, and/or notes given during their absence. It is the responsibility of the individual student to complete and submit the required administrative forms for withdrawing from this course.

Classroom Discipline:

Please turn off cell phones, pagers and iPods or any electronic devices before coming to lecture. Students who continue to ignore this request will lose 5 grade points each time that also applies to students leaving the classroom for longer period of time. The Students who do not comply will be asked to leave the room for the day. If you know you are going to be late, please give prior notice to the instructor. **This classroom is a GADGET FREE ZONE.**

No eating allowed during class time, only bottled water or drink containers with a lid on allowed during lecture time.

Disruptive students:

Most of the students who are enrolled in this class are here to learn however some of the students are not so serious. To preserve a productive and positive learning environment, the students who to disrupt or interfere with a class activities will be sent out of the room for that class period, will also be told to meet with Mr. Sergio Lopez, Campus Disciplinary officer if the disruption continues. Mr. Lopez will follow the disciplinary procedures as outlined in the General Catalog before returning to continue with the coursework.

DSP&S Statement:

Any student with a documented disability who may need educational accommodation should notify the instructor or the Disabled Student Program Services (DSP&S) office at the Mel Wendrick Access Center as soon as possible.

Mel Wendrick Access Center
DSP&S
Room 2117
Health Sciences Building
(760) 355-6312

Cheating Policy:

Students caught cheating or attempting to cheat on quizzes or exams will be given a zero for that exam or quiz. The student may also be referred to the Associate Dean for Student Affairs for possible further discipline. Cheating includes but is not limited to looking at another student's papers, speaking out answers or questions, the use of open books or notes, use of cell phones, finger spelling in sign language or by notes written on the skin. Baseball caps may not be worn during quizzes or tests. Do not use iPods or such music-providing devices during lecture or tests.

Plagiarism will not be tolerated.

ADS 240 Ethics and Legal Standards Addition Counselors Course material covered weekly:

Fall Semester 21st January-May 13th 2014

January 21st	Introduction and overall syllabus. Personal view of what ethics and moral standard.
January 28th	What is Ethics? Professional vs. Unethical vs Illegal. Chapter 1. The counselor's Personal Belief System.
February 4th	Enforcement t of Ethical Principles. Chapter 2 Informal Consent.
February 11th	Chapter 3. Confidentiality & Principle of Confidentiality.
February 18th	Chapter 4. Privileges. Informed Consent.
February 25th	<i>Test 1.</i> Chapter 5 Importance Legal Concepts in D & A Counseling Practice. Chapter 6. Future State Licensing.
March 4th	Chapter 7. Malpractice and Unprofessional Conduct. HIPAA
March 11th	Chapter 8. Counseling Relationship/ Client Relationship. Boundary
March 18th	Thought paper 1. Chapter 10 Managing Crises Issues and Creating Counseling Safely.
March 25th	Chapter 11 & 12 the suicide Client and Standard of Care. The Dangerous Client- Serious Threat to Harm
April 1st	<i>Test 2.</i> Chapter 13, 14, Principles of Professional Development.
April 8th	Chapter 15 Treatment Records, Chapter 16 Subpoenas, Chapter 17 Supervision
April 15th	Chapter 18 Advertising. Chapter 19 Fees, Chapter 20 Insurance and Management.
April 22th	<i>Test 3.</i> Lecture Chapter 21. Forensic, Telephone and online counseling. Chapter 22 Cultural Diversity competence and recommendation
April 29th	Chapter 23. Treatment of Minors.

May 6th

Chapter 24. A structure to Process legal and Ethical Decision

12 General Mistakes Counselors must avoid. Ten Rules for Counseling Professions. Chapter 25. Accessing California Law through the Internet.

May 13th

Finals

This Instructor reserves the right to make announced modification to this course outline

This May change in case of Emergency

Research Assignment Due. Visit addiction treatment programs, either inpatient or outpatient and interview a licensed or certified, experienced staff member. Students can also do the interview over the phone. The interview should be centered on all things ethical.

RESEARCH/REACTION (“r/r”) PAPERS

This project involves researching and critiquing a total of two ethics-related AOD (alcohol and other mind-altering drugs) articles/shows from the media. Each turn-in should include: the article or copy of the article or video copy of the program, plus a three page “reaction paper” that has a maximum one paragraph summary of the article and your “reaction”, i.e. your analysis, critique, opinions, wonderings, and questions raised in your mind. Relate it to class material as much as possible, and be prepared for the possibility of presenting it to the whole class. Please do not spend the whole paper re-writing what the articles says, as the instructor can read it for herself

Please note:

1. Articles or shows must be less than 24 months old. (for exceptions, see instructor)
2. Not more than 1 may come from any one source; careful when using the internet!
3. please type and use your “spell check”, as with all your assignments

As an alternative, one of the 2 required r/r papers can be

- 1.) Research and reporting of possible unethical behavior to State ADP, e.g. counselor credentials on a website, or
- 2.) An r/r paper on a general ethical topic that interests you, e.g. long-term methadone maintenance, our involvement in the criminal justice system, State enforcement of ethical violations, etc. (Topic must be pre-approved by the Instructor)

Site Visit/Interview

You will be expected to visit an addictions treatment program, either inpatient or outpatient and interview a licensed or certified, experienced staff member. You may simply do it over the phone if you prefer. If it involves someone you know well, be careful not to put them in an awkward position. If you think it will evoke more honesty, promise them complete anonymity for themselves and their program. Your interview should be centered on all things ethical. You can ask questions raised in the book, in class, or from your own

curiosity. Ask them for an opinion on some the issues raised in class. Some sample questions:

- a. Does there seem to be a difference between what you learned in school and how things are out in reality?**
- b. What kind of ethical problems/dilemmas do you see with how your program is run?**
- c. Are there different rules for clients based on their source of funding?**
- d. Do you know any counselors that have been—or should have been-- disciplined for unethical behavior?**
- e. Are there rules here that may actually be contrary to what you believe?**
- f. What do you think about the two-year rule? Would you file an ethics complaint on a friend?**

Five page paper, written in a narrative style. Instructor will be looking for intelligent questions and answers and application to course material, as well as your own opinions on the issues raised. (Cite the book or Code)