



Basic Course Information

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|------------------------------|--|----------------------------|--|
| Semester: | Spring 2023 | Instructor Name: | Brenda Estrada |
| Course Title & #: | ADS 240: Ethics & Legal Standards | Email: | Brenda.estrada@imperia.edu |
| CRN #: | 20399 | Webpage (optional): | www.imperial.edu |
| Classroom: | ONLINE | Office #: | 203 E |
| Class Dates: | February 13- June 9th | Office Hours: | Mon: 11:00- 12:00 pm (Online) Tues: 11:00- 1:00 pm. Thurs:10:00-11:00 am |
| Class Days: | ONLINE | Office Phone #: | |
| Class Times: | ONLINE | Emergency Contact: | Cellphone: 760-997-6048 |
| Units: | 3.0 | Class Format: | ONLINE |

Course Description

This course reviews 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. (CSU)

Student Learning Outcomes

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

1. Understand legal and ethical responsibilities as they relate to clients, colleagues and agencies. (ILO1, ILO2, ILO3, ILO4, ILO5)
2. Demonstrate the understanding of ethical standards through role play scenarios. (ILO1, ILO2, ILO3, ILO5)
3. Identify personal ethical framework and discuss how it relates to counseling. (ILO1, ILO2, ILO3, ILO5)
4. Demonstrate appropriate interaction with addicted clients in the Addiction Counseling work place. (ILO1, ILO2, ILO3, ILO5)

Course Objectives

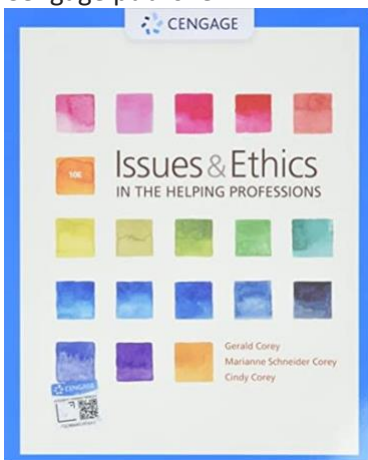
Upon satisfactory completion of the course, students will be able to:

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 disciplinary actions for Certified ADS Abuse Counselors and Certified Addiction Treatment Specialists.

Textbooks & Other Resources or Links

Issues and Ethics in the Helping Professions by Dr. Gerald Corey; Marianne Schneider Corey; Cindy Corey. 10th Edition. Cengage publisher.



Course Requirements and Instructional Methods

This class is strictly online via CANVAS

The syllabus serves as a chronological guide to the class and may change without notice.

Method of evaluation: Quizzes, Discussions and assignments

Instructional Methodology: Audio, visual, demonstration and discussion

Modules Section: Each module represents a small chunk of related information. Within each module, there will be tasks for you to perform such as watch videos and recorded lectures, view PowerPoint slides, complete other assignments. The modules will become available sequentially as you move through the course. Some of the

activities in the modules will have clear due dates. These activities must be completed by those due dates and in the time allotted.

Quizzes: Quizzes are worth 10-points. No time limit. 2 attempts.

Weekly Assignments: Weekly assignments are worth 10-points. Assignments are due every Sunday at 11:59 pm.

Weekly Discussions: Students will be required to respond to a weekly discussion and reply to 1-classmate. Discussions are worth 10-points. Discussions are due every Sunday at 11:59 pm.

Students will have the opportunity to submit an extra credit assignment at the end of the course.

Course Grading Based on Course Objectives

90-100%= A

80-89%= B

70-79%=C

60-69%= D

0-59%=F

| | |
|---|------------|
| Weekly assignments (14) *10 points each | 140 points |
| Weekly discussions-Canvas (16 weeks) *10 points each | 160 points |
| Quizzes (14) *10 points each | 140 points |
| Mid-Term paper (1) | 100 points |
| Final exam | 100 points |

Total points : 640 points

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Online Netiquette

What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

- Students are to comply with the following rules of netiquette:
 - (1) identify yourself,
 - (2) include a subject line,
 - (3) avoid sarcasm,
 - (4) respect others' opinions and privacy,
 - (5) acknowledge and return messages promptly,
 - (6) copy with caution,
 - (7) do not spam or junk mail,
 - (8) be concise,
 - (9) use appropriate language,
 - (10) use appropriate emoticons (emotional icons) to help convey meaning, and
 - (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

How am I expected to act in an online "classroom" (especially Zoom)? Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

- **Be RESPECTFUL**
 - ✓ Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
- **Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
 - ✓ People walking around and pets barking can be a distraction.
- **EAT AT A DIFFERENT TIME.**



- ✓ Crunching food or chugging drinks is distracting for others.
- ✓ Synchronous zoom times are set in advance so reserve meals for outside class meetings.
- **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
 - ✓ It is hard to see you in dim lighting so find a location with light.
 - ✓ If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette
- **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
 - ✓ If you are using the camera, show your face; it helps others see your non-verbal cues.
- **Be READY TO LEARN AND PAY ATTENTION**
 - ✓ Catch up on other emails or other work later.
 - ✓ If you are Zooming, silence your phone and put it away.
 - ✓ If you are in a room with a TV – turn it off.
- **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
 - ✓ Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise MUTE your laptop.
- **REMEMBER TO UNMUTE WHEN SPEAKING**
 - ✓ Follow your instructor’s directions about using the “raise hand” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
 - ✓ Do not speak when someone else is speaking.
- **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
 - ✓ Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
 - ✓ Do not use the Zoom meeting to meet with your peers or put on a “show” for them.
- **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
 - ✓ Emergencies happen. If you need to leave the room or get up and move about, stop your video

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not

limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**

- ✓ You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

- **COMPLETE YOUR OWN COURSEWORK.**

o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- Learning Services. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services. There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.



Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible.

The DSP&S office is located in Building 2100, telephone 760-355-6313.

Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

- Students have counseling and health services available, provided by the pre-paid Student Health Fee.
- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses.
 1. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Anticipated Class Schedule/Calendar

| Date & Module | | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--|--------|---|---|
| Module 0 February 13 th - 19 th | Week 1 | Syllabus & Introduction | -Meet and Greet Discussion due on 2/19 at 11:59 pm - become familiar with Canvas |
| Module 1 Feb 20 th - 26 th | Week 2 | Chapter 1: Introduction to Professional Ethics | Weekly discussion & Weekly assignment, Quiz due on 2/26 at 11:59 pm |
| Module 2 Feb 27 th - March 5 th | Week 3 | Chapter 2: The Counselor as a person and as a professional | Weekly discussion & Weekly assignment, Quiz due on 3/5 at 11:59 pm |
| Module 3 March 6 th -12 th | Week 4 | Chapter 3: Values and the helping relationship | Weekly discussion & Weekly assignment, |

| Date & Module | | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--|---------------|--|--|
| | | | Quiz due on 3/12 at 11:59 pm |
| Module 4 March 13 th -19 th | Week 5 | Chapter 4: Multicultural perspective and diversity issues | Weekly discussion & Weekly assignment, Quiz, Quiz due on 3/19 at 11:59 pm |
| Module 5 March 20 th -26 th | Week 6 | Chapter 5: Client rights and counselor responsibilities | Weekly discussion & Weekly assignment, Quiz due on 3/26 at 11:59 pm |
| Module 6 March 27 th -April 2 nd | Week 7 | Continue Chapter 5: Client rights and counselor responsibilities | Weekly discussion & Weekly assignment, Quiz due on 4/2 at 11:59 pm |
| Module 7 April 3 rd – 9 th | Week 8 | Chapter 6: Confidentiality: Ethical and Legal issues | Weekly discussion & Weekly assignment, Quiz due on 4/9 at 11:59 pm |
| | Week 9 | SPRING BREAK/ no classes (April 10th- 16th) | |
| Module 8 April 17 th -23 rd | Week 10 | Chapter 7: Managing boundaries and multiple relationships Mid-term paper due | Mid-term paper due Weekly discussion & Weekly assignment, Quiz due on 4/23 at 11:59 pm |
| Module 9 April 24 th - 30 th | Week 11 | Chapter 8: Professional competence and training | Weekly discussion & Weekly assignment, Quiz due on 4/30 at 11:59 pm |
| Module 10 May 1 st -7 th | Week 12 | Chapter 9: Ethical issues in supervision | Weekly discussion & Weekly assignment, Quiz due on 5/7 at 11:59 pm |
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| Date & Module | | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|---|---------|--|---|
| Module 11 May 8 th - 14 th | Week 13 | Chapter 10: Issues in theory and practice | Weekly discussion & Weekly assignment, Quiz due on 5/14 at 11:59 pm |
| Module 12 May 15 th -21 st | Week 14 | Chapter 11: Ethical issues in couples and family therapy | Weekly discussion & Weekly assignment, Quiz due on 5/21 at 11:59 pm |
| Module 13 May 22 nd -28 th | Week 15 | Chapter 12: Ethical issues in group work | Weekly discussion & Weekly assignment, Quiz due on 5/28 at 11:59 pm |
| Module 14 May 29 th - June 4 th | Week 16 | Chapter 13: Community and Social Justice Perspectives | Weekly discussion & Weekly assignment, Quiz due on 6/4 at 11:59 pm |
| Module 15 June 5 th -9 th | Week 17 | Final Exam! Submit Extra Credit | Weekly discussion & Final due on 6/9 Final Exam Chapters 1-15 |

Subject to change without prior notice