



Basic Course Information

Semester:	SPRING 2026	Instructor Name:	Bonnie Walther
Course Title & #:	ADS 240 Ethics & Legal Standard Addiction Counselor	Email:	Bonnie.walther@imperial.edu
CRN #:	20399	Webpage (optional):	NA
Classroom:	205	Office #:	VIA ZOOM
Class Dates:	04/20/-06/12	Office Hours:	WEDNESDAY 3-4 PM
Class Days:	MONDAY & WEDNESDAY	Office Phone #:	NA
Class Times:	6:00-9:20 PM	Emergency Contact:	(760) 970-1040
Units:	3.0	Class Format/Modality:	IN PERSON

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)

Course Prerequisite(s) and/or Corequisite(s)

- A. PREREQUISITES, if any: None
- B. COREQUISITES, if any: None
- C. RECOMMENDED PREPARATION, if any: None

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

Federico C. Grosso (2011). Advanced Applications of Law and Ethics for California Drugs and Alcohol Counselors and Certified Addiction Treatment Counselor (8th/e). Santa Barbara Federico C. Grosso, D.D.S., Ph.D., M.F.T., B.C.F.E.
Textbook Information: www.fgrosso.com ISBN: 0-9654534-1-3

Gerald Corey, Marianne Schneider Corey, Cindy Corey (2024) Issues and ethics in the helping professions Edition: 11th
Publisher: Cengage ISBN: 978-0-357-62259-9

Course Requirements and Instructional Methods

This course will consist of a combination of lectures, class discussions, assigned readings, individual papers, and performance exams.

Participation/In class exercises: The student will participate in weekly in class exercises. Answers must demonstrate knowledge on weekly readings and proficiency in the subject matter. There is no way of making up for an in-class exercise, if the student is absent, he will not be able to make up the work or obtain credit for these exercises.

Exams: There will be a total of two exams throughout the semester. They will be based on textbook readings, lecture materials and handouts. Exams will be multiple choice format. The exams will only be available the week of the due date. NO Late exams will be accepted. Once you start the test you will have to finish it, you can't go back and do it again if you leave or close it out. You will be responsible for bringing a scantron and No.2 pencil for the day of the exam.

Clinical Case Group Presentation: There will be a final presentation that consists of a group project assignment that will evaluate the student's ability to apply the knowledge being learned throughout the semester. Group project will consist of a clinical case study, a comprehensive assessment that includes recommendations to deal with any ethical and legal issues that each case might present. More information on group project will be given on a later date.

Reaction Papers: Students will turn in a total of 2 Reaction Papers throughout the semester. Reaction Papers will be typed, double spaced, 12 pt font, one-page long minimum. Reaction papers MUST be in your own words and must demonstrate knowledge of in class lectures, videos and textbook reading assignments. More information will be given at a later date. Reaction papers need to be turned in for full credit by the due date. FIVE points of the Total grade will be deducted for each day that it's late.



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Course Grading Based on Course Objectives

<i>In Class Exercises: 30%</i>	90-100%=A
<i>Clinical Case Group Presentation: 30%</i>	80-89%= B
<i>Exams: 20%</i>	70-79%= C
<i>Reaction Papers: 20%</i>	60-69%= D
TOTAL: 100%	50-59%= F

Academic Honesty (Artificial Intelligence -AI)

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.

- IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.
- 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.

Course Policies

- 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



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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 absences 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.

Other Course Information

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

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. How do I access services now that we are mostly online?

- CANVAS LMS. Canvas is Imperial Valley College's 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. In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services. Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- Career Services Center. The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.



- Child Development Center. The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=15095>
- The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.
- 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
- The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help? We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/> Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.



Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 April 20 and 22	Syllabus & Introduction Chapter 1- Introduction to Professional Ethics Chapter 1- The Counselor's Belief System* Chapter 2- The Counselor as a Person and as a Professional	Pages 1-35 Pages 13-16* Pages 37-73
Week 2 April 27 and 29	Chapter 2- Informed Consent* Chapter 3- Values & the helping relationship Chapter 4- Multicultural Perspectives and Diversity Issues	Pages 17-32* Pages 74-119 Pages 120-170
Week 3 May 4- 6	****REACTION PAPER 1 DUE Chapter 4- Privilege* Chapter 5- Client rights and counselor responsibilities	Pages 57-60* Pages 171-230
Week 4 May 11-13	Chapter 5- Important Legal Concepts in D&A Counseling* Chapter 6- Confidentiality Ethical and Legal Issues Chapter 3- Confidentiality* Chapter 9- Ethical Issues in Supervision Chapter 17- Supervision*	Pages 61-76* Pages 237-287 Pages 33-55* Pages 382-417 Pages 243-253*
Week 5 May 18-20	Chapter 7- Managing Boundaries and Multiple Relationships Chapter 9- Dual Relationships* Chapter 7- Malpractice and unprofessional conduct* Chapter 8- The counseling Relationship* MIDTERM EXAM	Pages 288-341 Pages 99-105* Pages 81-90* Pages 91-70*
Week 6 May 25-27	Chapter 11- Ethical Issues in Couples and Family Therapy Chapter 12- Ethical Issues in Group Work Chapter 11- Child Abuse Reporting* Chapter 12- Elder Abuse Reporting* Chapter 12- Ethical Issues in Group Work Chapter 23- Treatment of Minors *** REACTION PAPER 2 DUE	Pages 451-479 Pages 480-512 Pages 151-180* Pages 181-210*
Week 7 June 1-3	Chapter 10- Managing Crisis Issues* Chapter 11- The Suicidal Client*	Pages 107-150*



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Chapter 12- The Dangerous Client* Chapter 21- Forensics, Telephone and Online Counseling*	Pages 273-275*
Week 8 June 8-10	Chapter 15- Treatment Records* Chapter 16- Subpoenas* Chapter 18- Advertising* Chapter 19- Fees* GROUP PRESENTATIONS FINAL EXAM	Pages 480-512 Pages 211-233* Pages 255-257* Pages 259-265*

*****Subject to change without prior notice*****